



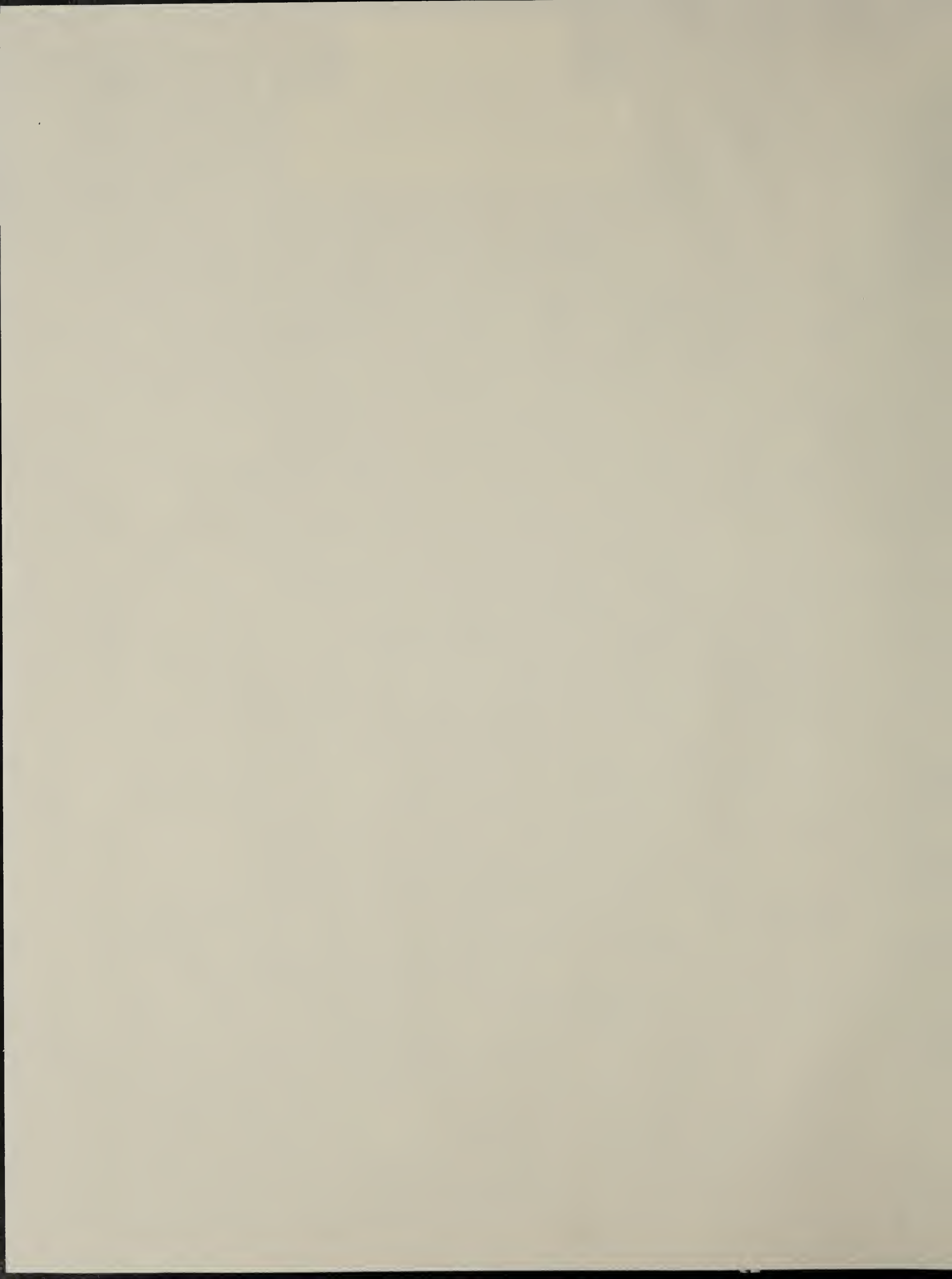


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History of education in  
Dutchess County

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History of Education  
in  
Dutchess County

by

CHARLES DONALD KING, JR.

*He spoke wisely who said that schools were the  
workshop of humanity. Since it is undoubtedly  
through their agency that man really becomes  
man . . .*

COMENIUS

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*Poughkeepsie, N. Y.*

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This book is dedicated to my parents

MABEL SPRINGER KING

*and*

CHARLES D. KING, SR.

whose help made this book possible.  
To them I am deeply grateful.

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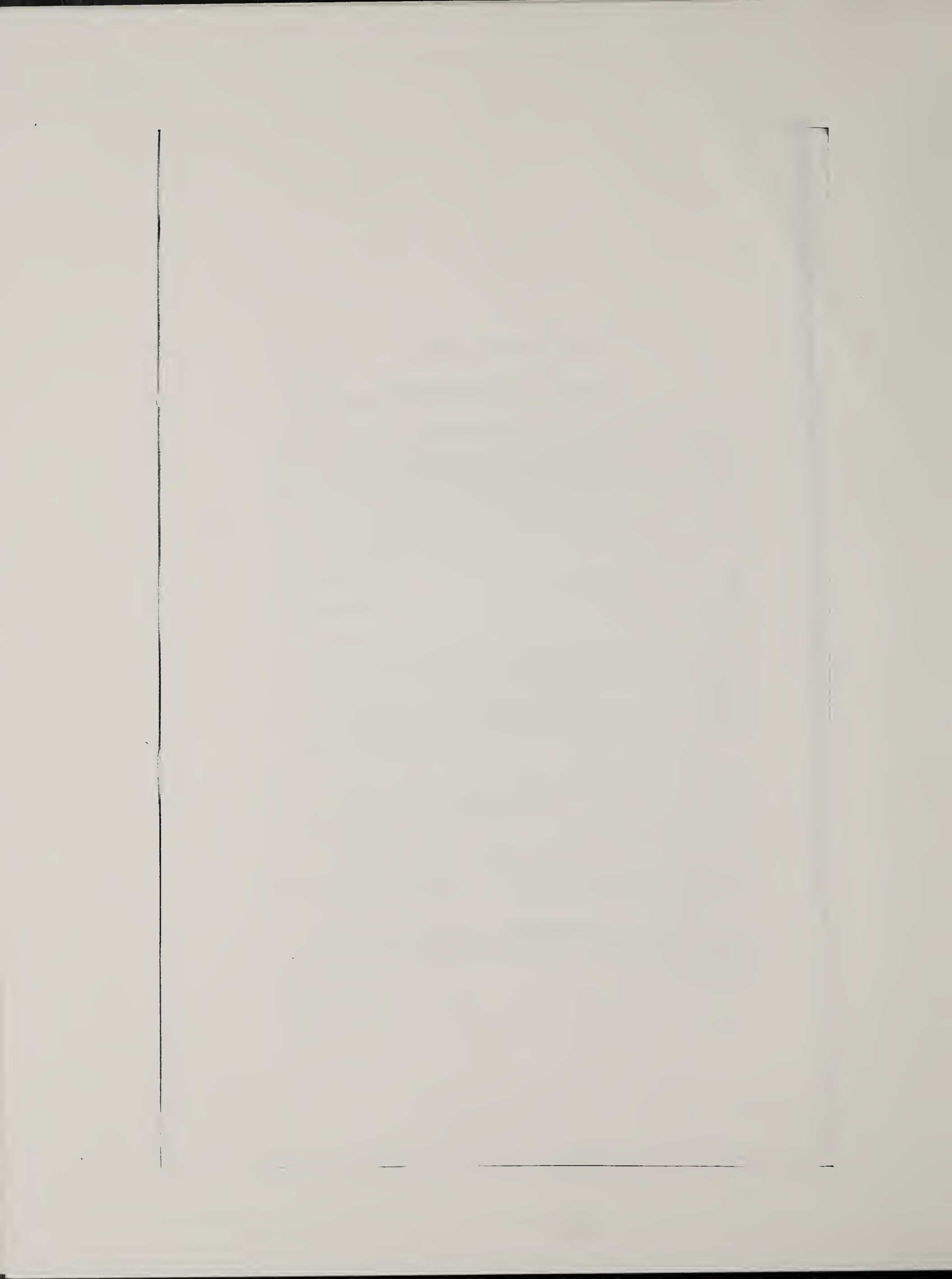
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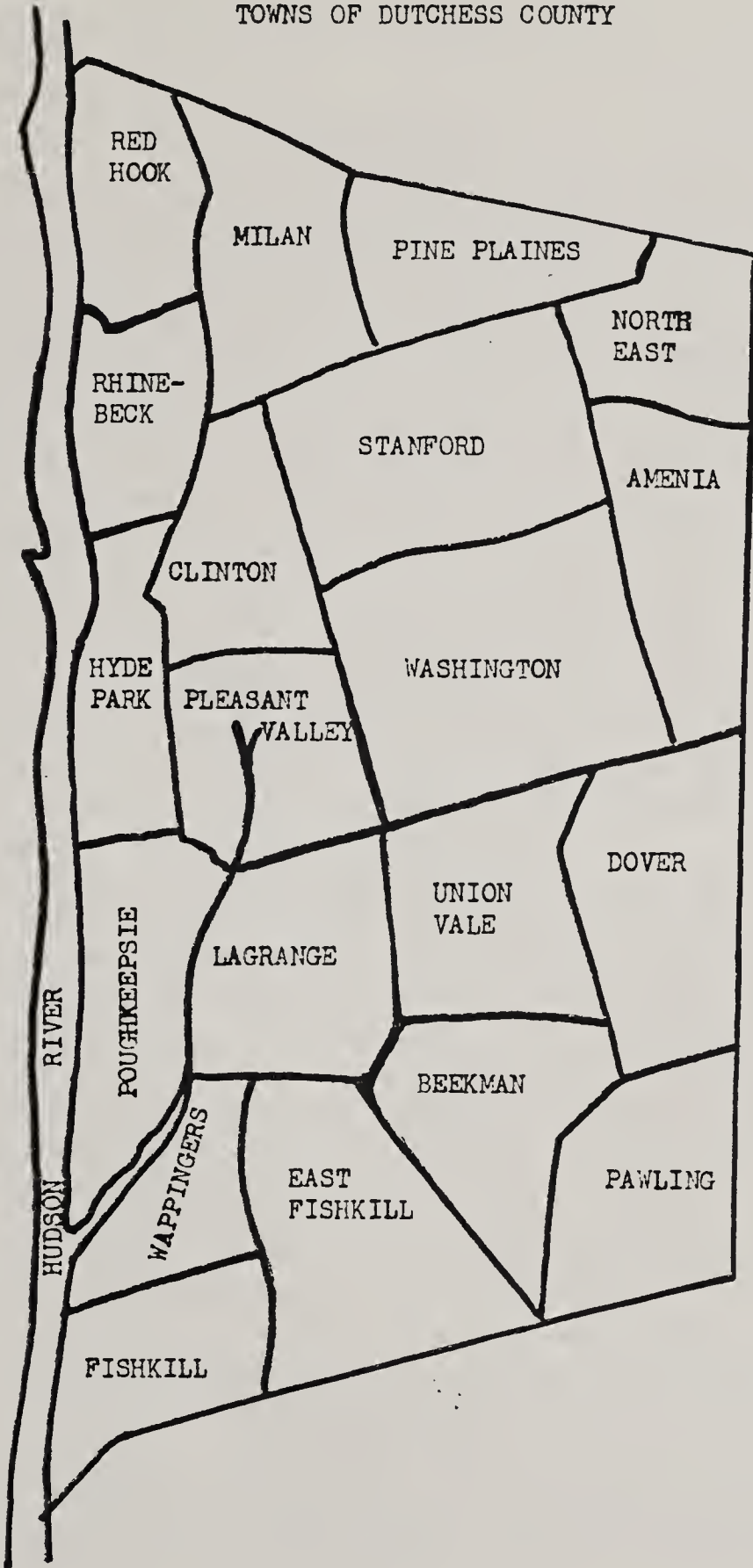


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TOWNS OF DUTCHESS COUNTY





## INTRODUCTION

This study concerns itself with the history of education in Dutchess County, New York, from the 1700's to the present. It attempts to do it in a way that human beings have been using to understand themselves as long as there have been human beings—by writing a history. This book is based on no special theories about education or about history; it presents no plea to change our educational systems, or to do anything with them. This is a history in the most restricted sense of the word, a narrative, written with a careful regard for facts.

Education has long been looked upon in America as the lifeblood of democracy. There has always been some form of education since there have been human beings. The children who complain about going to school, or the parents who just take America's great public school system for granted do not stop to realize the struggles and hardships that went into its development. Only in the past few decades has the American school system become as well organized as it is, and there is still room for improvement.

Changes in education are made as society calls for them, which accounts for the change from the one-room school to the district school and the modern centralized school system; the change from the 8 year-4 year to the 6 year-2 year-4 year to the present accepted system of six year elementary school, 3 year junior and 3 year senior high school system. However, demands of society are possibly more slowly reflected in educational processes than in any other form of public service. Therefore, there are still many one-room schools existing in the country, and there are still areas where there are no junior high school programs, and many areas where there are no central schools. There have always been problems in education in this country, and there always have been attempts to solve them. Today's main problems are getting enough schools to meet the demand, and getting sufficient qualified teachers for these schools. However, judging the American people on past experience, it seems understandable they will meet these problems in the very near future in the same firm way they

have met educational problems in the past. The American people, for the most part, want the best for their children. Education is no exception, and the people have the right as taxpayers to get proper education and educational facilities for their children.

Education was at first a family matter, and today the first five years, approximately, of a child's life are spent at home with his family, learning to talk, walk, and adjust to his environment. In early times in America, the child was sent to church schools when he became old enough, to learn his religion, and if time permitted, "readin', 'ritin', and 'rithmetic." As the demand became necessary, higher education, still under church control, was established; the Latin Grammar Schools, and many early academies were the result of such undertakings. By the 1800's, private, but not free schools were established, and by the late 1800's, public education in America was pretty much accepted by the population.

Of all the struggles or battles fought for education, the greatest and most difficult battle was that of making education available to all the people. In Europe in the 1500's, formal education was almost exclusively for the clergy, aristocracy, and the rich burghers. In addition, it was almost entirely reserved for males. Martin Luther was among the first to advocate education as we know it today. It was his idea to make religious scriptures available to everyone. He wanted everyone to be able to interpret the Bible in his own way. By the 1600's, most of the people of Europe had a good background in reading, and thus when the first settlers came to this land, they, too, had an understanding of reading and writing. Unfortunately, the children in these families were not taught to read, and by 1640, with many of the older colonists dying, reading was becoming a lost art. This brought about the first education law in 1642.

Even though the New England colonists were able to read when they arrived, they were slow in setting up schools. It remained for the Dutch in New Amsterdam to establish the first school in America in 1638.

From these early beginnings in the seventeenth century comes the public educational system now established in America, the idea of free education for all the people. Many famous persons contributed to this idea, among them, Thom-

as Jefferson and Horace Mann—as we shall see later in the book.

Our first two chapters deal with the educational developments in America and New York State, as a background for comparison as to what happened in Dutchess County. Education is one aspect of the county's history that has not been touched upon to any degree. The facts are scarce and scattered. Much of the material for the third chapter came from the early county histories, old newspapers, volumes of the Dutchess County Yearbook, and other similar material in the Adriance Memorial Library in Poughkeepsie. It was then only through the kind help of the people associated with the library that I was able to find the materials presented in this book. It was also through the help of many citizens of the county that I was able to get material for the recent happenings and I wish to express my thanks to all who helped make this book possible, and in particular I would like to thank the following for their time and information: Miss Anna M. Farrell, former principal and teacher at the Shenandoah School, E. Joseph Kegan, Superintendent of Wappingers Central School, George Key, Poughkeepsie School System, Dr. Henry Noble MacCracken, President-emeritus of Vassar College, Harold Storm, Superintendent of Schools, Arlington Central School District, and Mrs. Amy Ver Nooy, formerly of Adriance Memorial Library.

I would also like to thank the members of the staff of the Adriance Memorial Library, Hoffman Memorial Library at Bard College, and the Franklin D. Roosevelt Library at Hyde Park for their help and cooperation.

To the publishers and associations listed below I am deeply grateful for their permission to use the following illustrations:

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Visual Education - 18th century style  
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from their book EDUCATION IN NEW YORK STATE by H. H. Horner  
Plaque on Southeast Wall of Produce Quadrangle, N. Y. City  
First Page of the minutes of the first meeting of the Regents  
- 1784  
Rules of the Walkkill Academy

New York Historical Society  
A Typical Schoolhouse of the 1700's  
New York State Teachers' Association,  
Elementary school in New York in 1633  
Poughkeepsie Savings Bank,  
from Thrift Messenger - 1937  
Collegiate School on College Hill

The map of Poughkeepsie in 1790 is from Platt's Eagles History of Poughkeepsie, the illustration of the Nine Partners Boarding School is from J. H. Smith's History of Dutchess County. The cartoon "Knowledge is Power" appeared in LIFE magazine, April 14, 1887.

I am indebted to Mrs. Lionel Lawrence, former principal of Spackenkill School, for the picture of Spackenkill School in 1865. The architect's sketch of the Poughkeepsie High School appears through the courtesy of Mrs. Rolf C. Dreyer. All other illustrations are from photographs taken by the author. The maps, with the exception of Poughkeepsie in 1790, were drawn by the author.



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1

BURNING OF JOHN ROGERS

Give Ear my Children to my words  
whom God hath dearly bought

Law up his laws within your Hearts',  
and Print them in your Thoughts.

I Leave you here a little Book  
for you to look upon,

That you may see your Father's Face,  
when he is Dead and gone.

Title page from *New England Tutor* (1702-1714?) as presented in  
*New England Primer*, edited by Paul Leicester Ford, Dodd, Mead & Co.,  
1899.



## CHAPTER ONE

### EDUCATION IN AMERICA

Throughout America during the colonial period, education was scattered, fragmentary, and largely unsatisfactory. Each group of settlers brought with them not only their language, customs, and religion, but also their ideas of education. Therefore different patterns of education were attempted in the various colonies. Three of these patterns are illustrated in the following pages, and will later be compared with those established in Dutchess County.

1. NEW ENGLAND - Colonial New England, and particularly Massachusetts, took the first steps toward the permanent establishment of schools for the common people. Not long after the colony of Massachusetts was settled, the law of 1642 was passed:

It gave to town officials the power to take account from time to time of their parents and masters and of their children, especially of their ability to read and understand the principles of religion and the capital laws of the country, and to impose fines on all those who refused to render such accounts to them when required.<sup>1</sup>

The main reason for this law was the fact that many of the elderly people in the settlement, who were able to read, were dying, and the children were not being taught to read. This law of 1642 was, unfortunately, not strictly enforced, and by 1647, a new law was necessary. This law became known as the Old Deluder Satan Act, which required various towns to establish and maintain schools, under the following conditions: In a community of fifty families or more, the community was to provide a teacher to teach the three R's and Religion. If the community had one hundred families, it was also required to provide a teacher to prepare boys for college. Harvard College, which was opened in 1636, prepared boys for the Ministry, and was the goal of all the boys in the community.

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<sup>1</sup> Chris A. DeYoung, Introduction to American Public Education, 1942, 171.

The settlers of New England, though seeking religious freedom, set up equally strict ideas of their own. The Church was ever important, and the settlers wanted to be able to read and wanted to be educated, in order to have a better understanding of the Bible.

Their attempt at education, though strict and based on religion, was, nevertheless, a start at universal education for all the people. It did not compare with our present system of free education, but there were similarities. They had laws, the schools were for all, and they attempted to tax themselves to pay for the cost of schools, teachers, equipment, and service. Despite these remarkable advances in educational ideas, they patterned their schools after those in the mother country. Their Latin grammar schools and universities were all exact copies of similar schools in England.

The strictness of their religion, and their belief in the Bible is reflected throughout their text-books, the most famous of which is the New England Primer. In the poem of John Rogers "unto his children," which was included in every New England Primer, he said:

"I leave you here a little booke  
For you to looke upon,  
That you may see your father's face  
When I am dead and gon."<sup>2</sup>

No better description of the New England Primer itself could be penned. As you glance over what may truly be called "The Little Bible of New England," and read its stern lessons, the Puritan mood is caught with absolute faithfulness. Here was no easy road to knowledge and to salvation."<sup>3</sup>

No Mass or prayer, no priest or pastor, stood between man and his Creator, each soul being morally responsible for its own salvation; and this tenet forced every man to think, to read, to reason."<sup>4</sup>

It is impossible to measure the work the Primer accomplished. The New England Primer is dead, but it died on a victorious battlefield, and its epitaph may well be that written of Noah Webster's Spelling Book: "It taught millions to read, and not one to sin."<sup>5</sup>

An example of the New England Primer, is this excerpt from the Rhymed Alphabet Pages.

<sup>2</sup> New England Primer, Paul L. Ford, editor, 1899, 1.

<sup>3</sup> Ibid, 1-2.

<sup>4</sup> Ibid, 26

<sup>5</sup> Ibid, 113-14.

The New English  
 A In Adam's Fall,  
   We sinned all.  
 B Thy Life to mend  
   This Book attend.  
 C The Cat doth play  
   And after slay.  
 D A Dog will Bite  
   A Thief at Night.  
 E An Eagle's Flight  
   Is out of Sight.  
 F An Idle Fool  
   Is Whipt at School.

These alphabet rhymes were each preceded by a picture illustrating the point of the rhyme. The above is from the *New England Tutor*, printed in London, 1702-14? <sup>6</sup>

The Bible not only played an important role in the life of the New England Colonists, but also in most of the settlements of the North, particularly of the Pilgrims in Massachusetts, the Quakers in Rhode Island and Pennsylvania, and the Dutch, Swedes, and Germans of the Middle Atlantic Area.

2. THE SOUTHERN COLONIES - The Southern Colonies developed their own kind of education based on their English background. Virginia and the other southern colonies were largely settled by the English, some of whom came from the aristocratic or ruling class. When they came to the new country, they brought the Church of England. Also, some of the colonists, because of their background in Europe, brought over the idea of class distinction. These settlers developed tracts of land, many of which were expanded later into large plantations. The wealthier settlers in Virginia hired tutors to teach their children, and in some cases, when the children were older, they would be sent to England to continue their education. The work on the larger plantations was done by convicts and indentured servants from England and by slaves from Africa. The children of these groups received no education. By doing this, the Virginians were simply following the pattern set in the mother country, where it was the custom that laborers be kept ignorant as well as poor. The business of the poor was to work, but not to think. The Southern Colonists believed in authority—authority of the Church of England over religious affairs; the authority of owners over those who

<sup>6</sup> Ibid, 52.

worked. It was the pattern of inequality so common in England and other European countries. It is interesting to note that in the South during the Colonial period, there was no organized attempt made to promote public education. One of the few to try to publicize education in the South was Thomas Jefferson. Jefferson had great faith in democracy and the rights of the common man, therefore it was natural that he would be interested in public education.

3. MIDDLE COLONIES - In the Middle Colonies, which included New York, you find a still different kind of educational pattern. At present New York will be omitted, as it will be dealt with fully in the next chapter. Education in the Middle Colonies, like that in New England, was promoted by a desire to read the Bible. However, in the Middle Colonies schools were organized by the churches, and not by the local civic government. E. P. Cubberley says of the Middle Colonies:

In New England the Puritan-Calvinist had had a complete monopoly of both Church and State. Into the Middle Colonies, best represented by New Jersey and Pennsylvania, there had come a mixture of peoples representing different Protestant faiths, and no such monopoly was possible there.

Unlike New England, though, no sect was in a majority, Church control by each denomination was, as a result, considered to be most satisfactory, and hence no appeal to the state was made by churches for assistance in carrying out their religious purposes. The clergymen usually were the teachers in the parochial schools established until a regular schoolmaster could be had; while private pay schools were opened in a few of the larger towns. These, as were the Church services, were conducted in the language of the different immigrants. Girls were educated as well as boys, the emphasis being placed on reading, writing, counting, and religion, rather than upon any form of higher training.

The result was the development in Pennsylvania, and to some extent in the other Middle Colonies as well, of a policy of depending upon Church and private effort for educational advantages. As a consequence, the provision for education, aside from certain rudimentary and religious instruction thought necessary for religious purposes, and aside from the apprenticing of orphans and children of the very poor, was left largely for those who could pay for the privilege.<sup>7</sup>

By showing education in three different parts of the young nation, one can see that three different and distinct types of schooling developed; the tax-supported school of New England, the private tuition-supported school of the

<sup>7</sup> George W. Frasier, *An Introduction to the Study of Education*, 1956, 110-11.

South, and the private church-supported school of the Middle Colonies.

It was many years before anything like Universal, free, nonsectarian, tax-supported education came into our national pattern. Many famous men in history helped to make complete compulsory education a reality in America. The more prominent persons included Thomas Jefferson, previously mentioned, and Benjamin Franklin, who, though interested in educating the poor as well as the rich, did not want tax-supported schools. However, Franklin did establish an academy in 1751. Horace Mann has been referred to, often, by historians, as the father of our public schools. He established the first state board of education (in Massachusetts), and established the first Normal School in 1839 at Lexington, Massachusetts. Henry Barnard set up a state board in Connecticut, similar to that which Mann established in Massachusetts. Barnard also did experimental work with the kindergarten and founded, in 1855, the American Journal of Education. From 1855 to 1893 this journal did much to help shape the educational pattern in America. Other notable leaders in American education include: John D. Pierce, who was instrumental in setting up the Michigan State School System; Caleb Mills, pioneer in Indiana education; and Samuel Lewis, first superintendent of public instruction in Ohio. Many others followed in their footsteps. In state after state the fight to establish a free public school system was fought and won by men who were important pioneers in this movement.

E. P. Cubberley points out that there were several "battles" fought before an educational system such as we have at present was established. Some of these battles were:

1. The Battle for Tax Support—Early schools were supported by tuition, gifts, land grants, and several other ways. The battle to establish an orderly system of public taxation was a long and bitter one. It involved the idea that education was a necessity in a democratic society and that property should be taxed to supply schools for all the children.

2. The Battle to Eliminate the Pauper-School Idea—The pauper school is the same as the poor school. In other words, only those who could not afford private training were allowed to go to "public school," or free school. In 1834, Pennsylvania passed a law to extend throughout the state, free education of the type already established in Philadelphia. This was violently opposed by taxpayers, but

after long drawn out debates in the Senate and House of Representatives, it was passed. Free education for all became a reality.

3. The Battle to Make the Schools Entirely Free—Even after taxation for schools had become accepted the schools were not entirely free. If there were not sufficient funds to run a school the deficiency was charged in rates against the parents of the children attending. These rates were abolished by law in Pennsylvania in 1834 and in other states at a later date.

4. The Battle to Eliminate Sectarianism—Early schools were closely associated with religion and church organization. In the early days of public education the funds were often divided between the public schools and the schools conducted privately and by religious groups. A feeling was growing that the church groups were getting too large, therefore more money went for private church schools than for public education. Also there was a growing feeling that a democratic form of government demanded an educated population, and that schools should be an important part of the democratic state. This problem was settled by complete separation of public education and religious groups. State after state wrote into its constitution a law that prohibited the use of public funds for anything but public schools.

In spite of the fact that this was apparently settled a great many years ago, the problem appears to be still with us. The bill before Congress in 1950 to appropriate federal funds for public education was held up, largely, by those who maintained that the funds should be used for certain services provided by private and parochial schools. Apparently this problem will confront the American public for some time to come.

5. The Battle to Establish State Supervision—This is another way of getting away from private control. It was an attempt to set up state systems such as we now have throughout the United States.

6. The Battle to Extend the System Upward—Even though elementary education became public, higher education was still on a private basis. Even those schools that were semi-private charged some tuition. About a century ago public high schools were established, and have become universal throughout the nation.

We are still fighting the battle for free public education in America. Right now it is centered on the idea of educational equality. Various states differ greatly in their ability to support education. It is the desire in our country that all children have educational equality, and therefore funds must be provided. One way of doing this would be to raise them on a national basis and have them distributed to the various states on the basis of need.

If this should come about, the public must see that certain things are not permitted by the Federal Government. The American people must not let the government dictate what to teach or how to run a classroom. If a national basis



of distribution is considered, the public must make sure that all the people receive the opportunity for education regardless of race or color, in whatever part of America they may be, and the public should see that all poor people in America have the same chance for education. The Federal Government can be of great value in stepping up education, providing it does not assume control or dictate what to teach and how to teach it.

The pattern of elementary education was much different during our country's early history from that of the present day. There were no large, costly architectural masterpieces of buildings in those early days. Elementary classes were held in vacant shops, empty barns, or basement rooms. There were no adequate schoolhouses to be found anywhere. Many times the schools were rotated from place to place to care for many children. There was an inadequate teacher preparation program and short school terms were common. The idea was to provide education for as many children as possible, and the rotating school was the answer. By the nineteenth century, however, a new idea became popular, the monitorial school. This was developed in England by Joseph Lancaster, a Quaker who was interested in the education of the poor. It was for this reason that he devised a way in which a great many children could be taught at one time by one teacher. Each teacher had, as his assistants, a group of older students called monitors. The children would meet in a large room, and the teacher in charge would teach some small bit of information to the monitors who, in turn, would teach it to the children in small groups. This idea was brought to New York in 1806 by the Free School Society. This Lancastrian system spread from New York State to other parts of the country and in many places was used in secondary as well as elementary schools. It was the official system of education in the New York public schools until 1853 when the schools were taken over by the board of education.

With the passing of the rotating and monitorial schools in America, there gradually developed the elementary schools as we know them today. The average elementary school today provides children with an environment conducive to learning some of the things found necessary for

living in a democratic society. Today the school teaches facts, develops habits and skills and appreciations, and in general prepares the children for the society in which they are to live.

There is no common practice concerning the grades that make up the modern elementary school. In the traditional elementary school, the child enters at the first grade and continues on for eight grades; however, children often require more than eight years to complete the eight grades. Nevertheless, there are still a large number of these eight-grade schools, particularly in the rural areas, where one-room schools predominate. They are also found frequently in villages having only one elementary and one secondary school. In some cases, one building houses the entire school system, with the lower grades on the ground floor and the high school on the second floor.

The common pattern of school organization in a city school system is the six-year elementary school, followed by a three-year junior high school and a three-year senior high school. This system is usually referred to as the 6-3-3 system. In some cities, both systems are in use, the 8-4 and 6-3-3.

The simplest elementary school organization is the one-room school, which is now rapidly passing from the American scene due to centralization and consolidation. In the one-room school the teacher has complete control of the school, she teaches all the subjects to all pupils enrolled, and is also responsible for the physical condition of the school. Most of the time, despite the responsibility, the one-room school teacher is a beginning teacher who receives the lowest pay in the teaching profession.

The consolidated school is usually organized much like a village school. You will have a superintendent of schools who is elected by and works under the local school board. In many cases he is also the principal of the school. Therefore, if the school system is small, he has complete control of the school program. The teacher's duty in this type of school is strictly to teach the children. In the average large city there are usually several elementary schools, which are under the direction of the superintendent of schools. Usually there will be an assistant superintendent in charge of

elementary education. The principals of the elementary schools work with the assistant most of the time, and the teacher's contact with the administration is through the principal of the school in which he teaches.

The junior high school, which is now becoming firmly established as a three-year school, was started about the turn of the century.

The junior high school did not grow out of the needs of public education as envisioned by superintendents or principals. Neither was it dreamed up by school board members or demanded by the patrons of the school. No, the new organization of the school system was planned by national committees under the chairmanship of university presidents.<sup>8</sup>

During the last part of the nineteenth century, higher education in America was largely influenced by German education. Many university presidents, aware that in America boys and girls entered college when they were about two years older than was customary in Germany, sought to remedy the situation.<sup>9</sup>

It was not pointed out, however, that in Germany there were two systems in use, one that led to college, and one that didn't. Those that went to college in Germany were a selected few.

Two committees studied the question of making the American secondary program conform to the German higher education program.

The purpose of a committee was to study the reorganization of secondary education to facilitate the economy of time... Each group advised that the subject matter in the field it represented should begin at an earlier point in the course of study... The committee also decided that some of the secondary-school work might well begin at an earlier grade—for example, algebra and Latin in the seventh or eighth grade.<sup>10</sup>

Educators agreed that these grades must be enriched by eliminating non-essentials and adding new subjects formerly taught only in the high school... In our opinion these problems can be solved most quickly and surely by making the seventh and eighth grades part of the high school, and under the immediate direction of the high school principal.<sup>11</sup>

Thus the junior high school was proposed as a time saver. The senior high school, by moving some of its subjects down into the seventh and eighth grades, could prepare students to enter college at an earlier age.<sup>12</sup>

It is difficult to set an actual date or place of the be-

<sup>8</sup> Ibid, 392-93

<sup>9</sup> Ibid, 394

<sup>10</sup> Ibid, 354

<sup>11</sup> Ibid, 394

<sup>12</sup> Ibid, 354

ginning of the junior high school. During the first decade of this century, many school systems experimented with various forms of this new idea. Many cities claim the honor of having established the first junior high school, among them, Berkeley, California; Richmond, Indiana; Saginaw, Michigan; and Los Angeles, California. However, after 1910, regardless of where it started, there was a rapid increase in the number of junior high schools throughout America.

It has only been in the past few years that the three-year junior high has been in existence. Until then, the junior high school department of the six-year high school was only a two-year segment. In the past, the junior high school was included in the same building as the senior high, but, with the development of the three-year system, many cities now have separate buildings in which to house the junior high school.

The present high school is an outgrowth of the old academy, such as the one established by Benjamin Franklin in Philadelphia in 1751. The basic language of the academies was English rather than the language of the Church, and studies included all forms of English, such as grammar, composition, reading, writing and speaking, as well as literature. Other subjects of the academies included penmanship, drawing, arithmetic, science, and modern foreign languages. The big problem with the academies was the cost of attending. They were all private, and to attend the students had to pay high fees. Also many of the academies were located in isolated areas, making it necessary for the students to live at the academy, which only served to increase the cost of attendance. Therefore, a form of high school education was limited and something had to be done. In 1821 the first public high school in America was established in Boston, Massachusetts. It was called the English Classical High School, and the curriculum was patterned after that of the academy. The main courses of study were related to practical life and earning a living. High Schools did not accept girls until 1856, when the first co-educational high school was opened in Chicago.

After the Civil War, public, tax-supported high schools spread rapidly. The movement was opposed by re-

ligious groups, owners of academies, and taxpayers who objected to paying for secondary education.

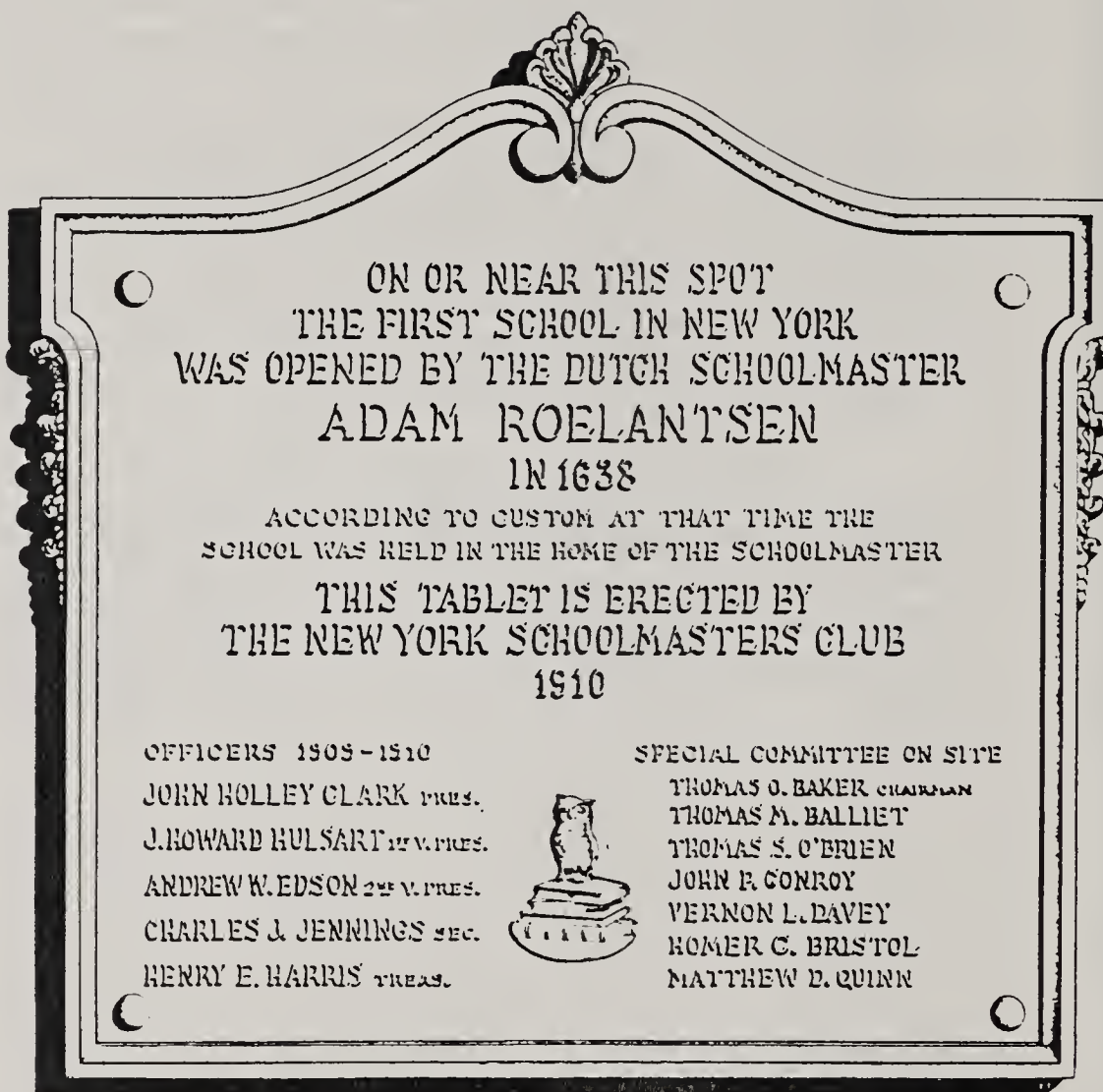
Financing secondary education became a problem and was taken to the courts. The most famous case of this type originated in Kalamazoo, Michigan and it ended in the Michigan Supreme Court. The group that brought the suit in Kalamazoo claimed there was no legal basis to support a high school. The Court's decision, as handed down in 1874, was so clear and decisive in support of the public high schools, that it was very influential in stopping the numerous similar cases across the country. The Kalamazoo case settled for all time the question of tax-supported free public high schools and established them as part of the American school pattern. Today, public high schools are supported by taxation and are open to all children.<sup>13</sup> High school education is no longer a privilege of the few, but the right of every boy and girl in the United States.

This chapter has given only briefly, an overall picture of the development of the modern American school system. It has been a long hard struggle. Many battles had to be fought and won, and many are still being fought to improve the system. The most recent is taking place in the South, and it could, possibly, end the segregated school forever.

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<sup>13</sup> It must be remembered that even in the segregated schools, such as those in the South, the schools are open to all students, even though they may be of only one race. By this I mean that all-Negro schools are open to all Negroes, and all-white schools are open to all white students.

DEVELOPMENT OF NEW YORK STATE SCHOOL SYSTEM



PLAQUE on Southeast wall of Produce Exchange Quadrangle, 1-9 South Street - 2 Broadway, New York City, marking site of state's first school.

## CHAPTER TWO

### DEVELOPMENT OF NEW YORK STATE SCHOOL SYSTEM

It appears that the school established in New Amsterdam in 1638 could very well be the first school in America, and is the oldest recorded school in all the colonies.<sup>1</sup>

It is believed that the first official declaration relating to common school education in the Colony of New York appeared in the so called "Freedoms and Exemptions" granted by the Dutch West India Company to settlers in the New Netherlands on June 7, 1629.<sup>2</sup>

This grant stated that patrons and colonists provide for a minister and schoolmaster, "that thus the service of God and zeal for religion may not grow cool and be neglected among them." Adam Roelantsen was the first official schoolmaster in New York, and his school was located on the tip of Manhattan Island.<sup>3</sup> Today a plaque may be seen on the southeast wall of the Produce Exchange Quadrangle, 1-9 South Street - 2 Broadway, which marks the site of this early school, the first in New York State.

The school was supported partly by public funds and is still in existence today, under the name of the Collegiate School, Inc., an elementary and secondary school for boys, conducted by the Reformed Protestant Dutch Church of the

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<sup>1</sup> There seems to be a dispute as to just when Adam Roelantsen came to America. It is generally believed to have been in 1638, but there are also many references to the year 1633. A public school supported by voluntary contributions was reported to have been established in Boston on February 13, 1635. There is also reference to a public school supported by direct taxation in Dorchester, Massachusetts. This school was supposed to have been established on May 29, 1639.

<sup>2</sup> *Education in New York State*, published by University of the State of New York, 1954, 12.

<sup>3</sup> The Dutch West India Company was required by the States General of Holland to maintain a clergyman and a schoolmaster. The schoolmaster's expenses are entered in early estimates of the company's expenses. The first schoolmaster, Adam Roelantsen, arrived in 1633(?). With his advent a school tax was levied. The schoolmaster was also gravedigger, court bellringer, and percentor.: Chris DeYoung, *Introduction to American Public Education*, McGraw Hill, 1942, 170.



Elementary School in New York in 1613. In the Dutch period, school was maintained in the city tavern shown above.



City of New York, which was granted an absolute charter by the Regents on June 16, 1945. While this school is now supported by the Dutch Church, records show clearly that it was the purpose of the Dutch colonists to make education public. Peter Stuyvesant, director-general of New Netherlands from 1647 to 1665, was largely influential in the public education movement of the colony.

This first school was strictly elementary in its nature. The Dutch felt that, although children needed higher education, such as was endorsed later in New England, they should also get a good elementary education. Roelantsen's career seems to be a little dubious at times. He appears to have been involved in no less than fifteen law suits, one of which was brought against a debtor for the payment of a wash bill. This leads one to wonder if the schoolmaster of those days might not also have been public laundryman. Among the early laws of public importance for the colony is the following:

Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of clergymen, comforters for the sick, schoolmasters, and such like necessary officers.<sup>4</sup>

It appears that many other schools were established in the colony. This is brought out by the fact that, as early as 1642, it was customary, in marriage contracts, whenever the bride was a widow having children, for the parties to "promise to bring up the children decently, according to their ability, to provide them with necessary clothing and food, to keep them at school, to let them learn reading, writing, and a good trade."<sup>5</sup> The only other school on record in the early days was the one established by Jan Stevensen, with no exact date given. However, this was a private school, while Roelantsen's was supported partly by public funds.

After the British took Manhattan from the Dutch in 1664, many of the Dutch settlers left. Many of the schoolmasters either returned to Holland or migrated to other colonies, and Dutch schools became of little importance. However, the English were slow in establishing schools of their own. It was not until 1702 when "one able skilled and

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<sup>4</sup> Edwin G. Dexter, *A History of Education in the United States*, 1904, 14.

<sup>5</sup> *Ibid*, 14.

21.02.03.07.24

May  
1784

117

At the first meeting of the Regents of the University of the State of New York, at the House of Mr. John Simmons in the City of New York, on the 4<sup>th</sup> day of May in the year of our Lord 1784, and of our Independence the Eighth.

Present

- |   |  |
|---|--|
| The Honble Governor Clinton<br>The Honble Francis Van Cortlandt<br>John Mathon, Speaker of the Assembly<br>James Livingston<br>Cornelius Franciscus<br>James Livingston<br>Brockholst Livingston<br>Robert Harpur | Broad Remondieu<br>John Williams<br>Louis Harris<br>Christopher P. Yates<br>August Van Brunt<br>Christopher Yates<br>Philip Pell, Junr Esquire |
|---|--|

A sufficient number of the Regents is present on this day not attending, the next day present a quorum until it is found that no more joining is met at the same place.

Met according to Adjournment  
May the 5<sup>th</sup> 1784.

That of the above gentlemen and John Harris Esq. Matthew Clark Esquire attending, a Quorum is formed and the following appointments made

- |                    |                                  |                                  |
|--------------------|----------------------------------|----------------------------------|
| Officers appointed | The Honble Governor Clinton      | Chancellor                       |
|                    | The Honble Francis Van Cortlandt | Vice Chancellor                  |
|                    | Brockholst Livingston Esquire    | Treasurer                        |
|                    | Robert Harpur Esquire            | Secretary to the said University |

Resolved that

Resolved that the appointment of a President for Columbia College be deferred until a future meeting.

Resolved that

Resolved that the Treasurer and Secretary do send and receive from the late Treasurer and Clerk of the Board

First page of the minutes of the first meeting of the Regents, held in New York City, May 4-5, 1784.

orthodox person to be schoolmaster,"<sup>6</sup> was appointed in New York City. His salary was fifty pounds, which was raised by public tax. This school lasted for only seven years. There were probably other schools between 1664 and 1702 but the records were poorly kept, and there is no specific mention of any.

In 1732, a more successful move was under way to establish a school in New York City in which Latin, Greek, and mathematics would be taught. Public provision was made for the support of the school, in which twenty young men from various counties of the state would receive free education. These twenty men were to be recommended by county officials. The Justices of the Supreme Court, the rector of Trinity Church, and the mayor, recorder, and alderman of the City of New York, were constituted a committee to visit and manage the school. They had the power to secure and remove the teacher. This is the beginning of a long struggle in New York State to remove education from the Church and put it under state control. In 1754, Columbia University was founded, the end result of the above undertaking.

Up to the time of the Revolution, the elementary schools in New York City were largely fostered and supported by the Society of the Propagation of the Gospel.

The schools that were in existence in the last part of the eighteenth century were either private, church or charity schools. The church schools were for the regular members of the church group and were sometimes free. This was particularly true of schools established by the Friends and the Church of England. In these schools the church would sometimes pay the fees of pupils without funds, or it might support a district school for them. This was frequently the custom in New York as well as in other large cities. Early state constitutions did not mention education.

However, there were several political leaders in New York State who did realize the importance of education. Among these were Governors George Clinton (1777-95) and DeWitt Clinton (1817-22 and 1824-28). Governor George Clinton, twice during the period of the Confederation, and later under the Constitution, brought this problem to the at-

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<sup>6</sup> Ibid, 76.



tention of the legislature. In 1784 he wrote to the legislature: "The neglect of the education of the youth is among the evils consequent on war. Perhaps there is scarce anything more worthy of your attention than the revival and encouragement of learning."<sup>7</sup> It was also in 1784 that the Board of Regents was established. This was the first state Board of Education in the United States.

The first state legislation regarding schools seems to have been made in 1786, when it was ordered that unappropriated lands within the state should be laid out in townships ten miles square, and that in each of them one section should be reserved for the "gospel and schools." Just five years later, in 1791 the first public school in the State of New York was established at Clermont. It was placed in the village on the edge of the road, in front of the site where the Town Hall now stands.

Of the origin of this school, Dr. Finegan of the De-

<sup>7</sup> Paul Monroe, *Founding of American Public School System*, 1940, 214.

partment of Education of the State of New York said, in an address delivered at Buffalo in 1912:

The Legislature authorized the use of the surplus excise revenue which was not needed to support the poor, to purchase a site, erect a school, house and maintain a school. Chancellor Livingston was appointed a member of a commission to see that the act relating thereto was made effective.<sup>8</sup>

There had been private schools and church schools prior to this date, but the Public School in Clermont was the first public school authorized and supported by the state.

In 1793 and 1794 the Regents pleaded in their report to the legislature, that common schools be established in New York State. Again in 1795 the Regents begged for the establishment of public institutions of learning.

As a result, at least in part, of the effort of the Board of Regents, an act was passed in 1795 entitled "An act for the encouragement of schools." This act provided that twenty thousand pounds should be annually appropriated for five years for the encouragement and maintenance of elementary schools throughout the state. By 1800, there were 1,350 schools with a total attendance of 60,000 pupils.<sup>9</sup> Though many efforts were made to renew this act, all failed, and at the end of the five year period, it was no longer in existence. The people felt that some "religious society" should provide the opportunities for an education.

In 1805, the Public School Society of the City of New York was chartered. The society aimed to establish a free school "for the education of such poor children as do not belong to, or are not provided for, by any religious society."<sup>10</sup> It was also in 1805 that the New York State Legislature passed an act to raise a fund for the encouragement of "Common Schools." This act was the beginning of the common school fund which is now "preserved inviolate" in the Constitution. By this act, the net proceeds of the sale of five hundred thousand acres of vacant and unappropriated lands in the state was established as a permanent fund for the support of common schools. In 1812, an act was passed providing for the appointment of a Superintendent of Common Schools, to be named by the Council of Appointment, at an

<sup>8</sup> Thomas Hunt, *A Historical Sketch of the Town of Clermont*, Hudson Press, Hudson, N. Y., 1928, 126.

<sup>9</sup> E. G. Dexter, *op. cit.*, 77.

<sup>10</sup> *Ibid*, 78.

annual salary of three hundred dollars. The duty of the Superintendent was to digest and prepare plans for the improvement and management of the common school fund, and for the better organization of common schools.

The Superintendent of Common Schools who took office in 1813 was the first State School officer in the nation. The appointee to this new and historically significant office was Gideon Hawley, of Albany, who was appointed January 14, 1813. He became known as the Father of Common Schools. The school law adopted at the time Mr. Hawley was appointed, provided for the districting of the state for school purposes, and the distribution of the school fund on a per capita basis of school population. It should also be pointed out that New York State was the second state, preceded only by Massachusetts, to establish a state institution for the training of teachers, which it did at Albany in 1844.

The inspection of schools and the examination of teachers were the duties of the township commissioners. However, these duties interfered with other functions of the officers, so that in 1841 county superintendents were provided for, and two years later the township officials were relieved of their school functions. Unfortunately, in 1847 the county superintendents were deposed, a move which hindered the efficiency of the school system. They were reinstated in 1856.

In 1849, a free system of schools was provided for the entire state. This move met with much opposition in its early days, but has now grown to be one of the strongest school systems in America. In 1854 the State Department of Public Instruction was established. At this time the duties of the Secretary of State as Superintendent of Common Schools were taken over by this new board, with a State Superintendent of Public Instruction elected by the legislature. This department lasted for fifty years, and during this period it exercised not only advisory and supervisory powers, but also directory and judicial powers over the entire public school system.

In 1904, with the close of the State Department of Public Instruction, a new form of school authority was created. This was the school commissioner, to be elected (after six years, the first appointment to be by the legislature) by

the Board of Regents, and intended to combine the functions of that board with those of the State Superintendent of Public Instruction. Andrew Sloan Draper became the first school commissioner.

With all these early laws and acts for the encouragement of free schools in New York State, it is surprising to find that there were no completely free schools until 1867. This is the year the "odious" rate bills were abolished.

The Board of Regents in New York State, as well as many other state officials, from time to time, urged the support of free public schools, for elementary education. However, it was 229 years after the first Dutch schools existed, that it was finally written into the laws of the state. There were many different reasons for this long delay. Social, economic, and political reasons accounted for some of it, but it was caused, mainly, by minor differences in religious beliefs. Then too, the delay may in part be attributed to the divided changing plans for the supervision of common school districts.

The defeat of the Referendum of 1851 discouraged many supporters of free schools, but they were still confident that this idea would become a reality. With the creation of the State Department of Public Instruction in 1854, things looked brighter. Superintendent Victor Rice fought a vigorous campaign to make the schools free, and in 1867 such a law was enacted, an expression of enlightened public opinion. This final victory might well have been aided by the 1853 passage of the Union Free School Act. This act could technically be called the birth of the state's system of free, public, high schools. The most decisive act by the people occurred in 1894, when the people of the state "enjoined the legislature to provide for a system of free common schools wherein all the children of this state may be educated."<sup>11</sup>

New York State, for more than seventy-five years, has been greatly interested in the education of its young people. New York pioneered in training kindergarten teachers, when in 1872, the first such training schools were founded in New York City. In 1893 and 1910, laws were passed providing local boards of education to establish free kindergartens for four and five year old children. The follow-

<sup>11</sup> Education in New York State, op. cit., 50

ing thirty years brought a rapid growth of kindergartens throughout New York State. In 1938 a Regents inquiry recommended state aid for kindergartens and included them as an integral part of elementary education.

The programs of the early common schools in this state were left to chance and to the whims and fancies of the teachers. The greatest part of the schools in the state, attended by over half of the children in the state, were of the one-room variety. Their sessions lasted only about twenty weeks, or just long enough to receive state money. The programs of these schools lacked specific direction, but it is apparent that "readin', 'ritin', and 'rithmetic" was strongly emphasized. The teaching techniques included drill and the "hickory stick."

The State Department of Public Instruction became concerned over the fact that the common school program was left entirely to the discretion of the boards of education, trustees and teachers.

While the compulsory education law of 1874 stated that those who cared for children should cause them to be instructed in spelling, reading, writing, English grammar and arithmetic, nowhere in the law was there a specific directive that schools must teach these subjects.<sup>12</sup>

At the request of the State Superintendent of Public Instruction, a revised, compulsory, education statute was added by the legislature requiring all children to attend schools in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar, and geography were taught.

Following the enactment of the education laws of 1894, the Department began to revise the first State Course of Study.

The brief outlines prepared by the school commissioners were now expanded to thirty-eight pages and a teachers' manual was included. This new course covered work for grades one through nine, and the "General Lessons" included simple elements of vocal music, nature study and literature, as well as drawing and the basic skills.<sup>13</sup>

Later this course of study was again revised following the creation of the new State Education Department.

Issued in 1905 and entitled "Course of Study and Syllabus for Elementary Schools," this program set forth syllabuses for English and reading, literature, grammar,

<sup>12</sup> Ibid, 53

<sup>13</sup> Ibid, 53.



spelling, and writing; arithmetic; geography; American history; drawing and manual training; physiology; nature study and agriculture.<sup>14</sup>

In 1928 the Division of Child Development and Parent Education was established in the State Education Department for the purpose of helping to bring the state's program into line with the latest and best information on child growth and learning. The State Education Department, in 1933 issued the Prospectus for Rural Teachers Handbook. This reflected the changes in thinking that had resulted from the influence of the Child Development Movement and other forces working for improved elementary educational programs.

This bulletin suggested that the traditional subject matter curriculum, which had been the state program from 1890 on, be developed in five broad areas. These were (1) the Language Arts, (2) the Social Studies, (3) The Arts, (4) Science and (5) Mathematics.<sup>15</sup>

The Division of Elementary Education was created in 1938. These different bureaus, all working together, have been responsible for many changes in curriculum that have been effected in recent years.

Elementary education in the past half century has shown great progress, but there are still many problems that must be met if progress is to continue. The most outstanding of these is the problem of overcrowding. It is difficult, if not impossible, to run a truly modern program in a school where class size is away above what it should be, or where limited sessions or half-day sessions allow the teacher little time for proper teaching of anything but the basic skills. There is also the problem of getting enough qualified teachers, as each year several of the older teachers are retiring, and many of the students who are graduating from teachers' colleges today are taking employment in higher salaried non-teaching positions. The problem of overcrowding in many parts of the country is being met. New and improved schools are constantly being constructed due to the demand of a growing population.

Briefly, the history of secondary education in New York State falls into periods which contained three different types of schools: the Latin grammar school of the Dutch and English colonial periods; the academy, with its emphasis

<sup>14</sup> Ibid, 53.

<sup>15</sup> Ibid, 54.

on classical education; and finally, the public high school. Our present system of public high schools can be traced to the old system of academies, which began before the end of the eighteenth century, and continued through most of the nineteenth century. "From the incorporation of Erasmus Hall Academy by the Regents in 1787 down to the 1880's, some four hundred different academies were recognized by the Regents and by the Legislature."<sup>16</sup> These academies were not only the main source of a general education, but were also a training ground for college, and, for a considerable period, were the main source centers of teachers for the common schools.

These academies were fundamentally private in nature, but were subject to inspection and approval by the Regents. Although the programs of these academies were broadened as time went on, two departments generally prevailed, Classical and English. The Latin or Classical department emphasized Latin, Greek, geography and history, with science and mathematics being added later. The main purpose of this department, aside from cultural values, was to train young men for college. The English department emphasized English, French, reading, writing, arithmetic, bookkeeping, and elocution, and was primarily designed for students not wanting to go to college.

From 1787 to 1817, the growth in number of academies was slow. By the end of 1817 there were only forty scattered throughout the state. As the demands for secondary education grew, so did the number of academies. With increased interest in education beyond the common school, several attempts were made to extend the common school program upward. Finally, in 1853, the Legislature authorized the union free school districts to add what were known as academical departments.<sup>17</sup>

In 1867 instruction in the academic departments of union free schools was made tuition-free. As the public high schools increased in number, there was a similar decline in the number of academies. Actually, many of the old academies became public high schools. In a period of about ten years, the public high schools outgrew the acade-

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<sup>16</sup> Ibid, 56.

<sup>17</sup> Ibid, 58.

**RULES**  
OF THE  
**WALLKILL ACADEMY.**

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I. No immoral or unseemly conduct can be tolerated.

II. The Teachers must be treated with respect, and all their just and reasonable orders promptly obeyed.

III. The Pupils must behave towards each other in a becoming and scholar-like manner.

IV. They must perform all the prescribed exercises with care and due despatch.

V. They must attend assiduously to the proceedings during recitation.

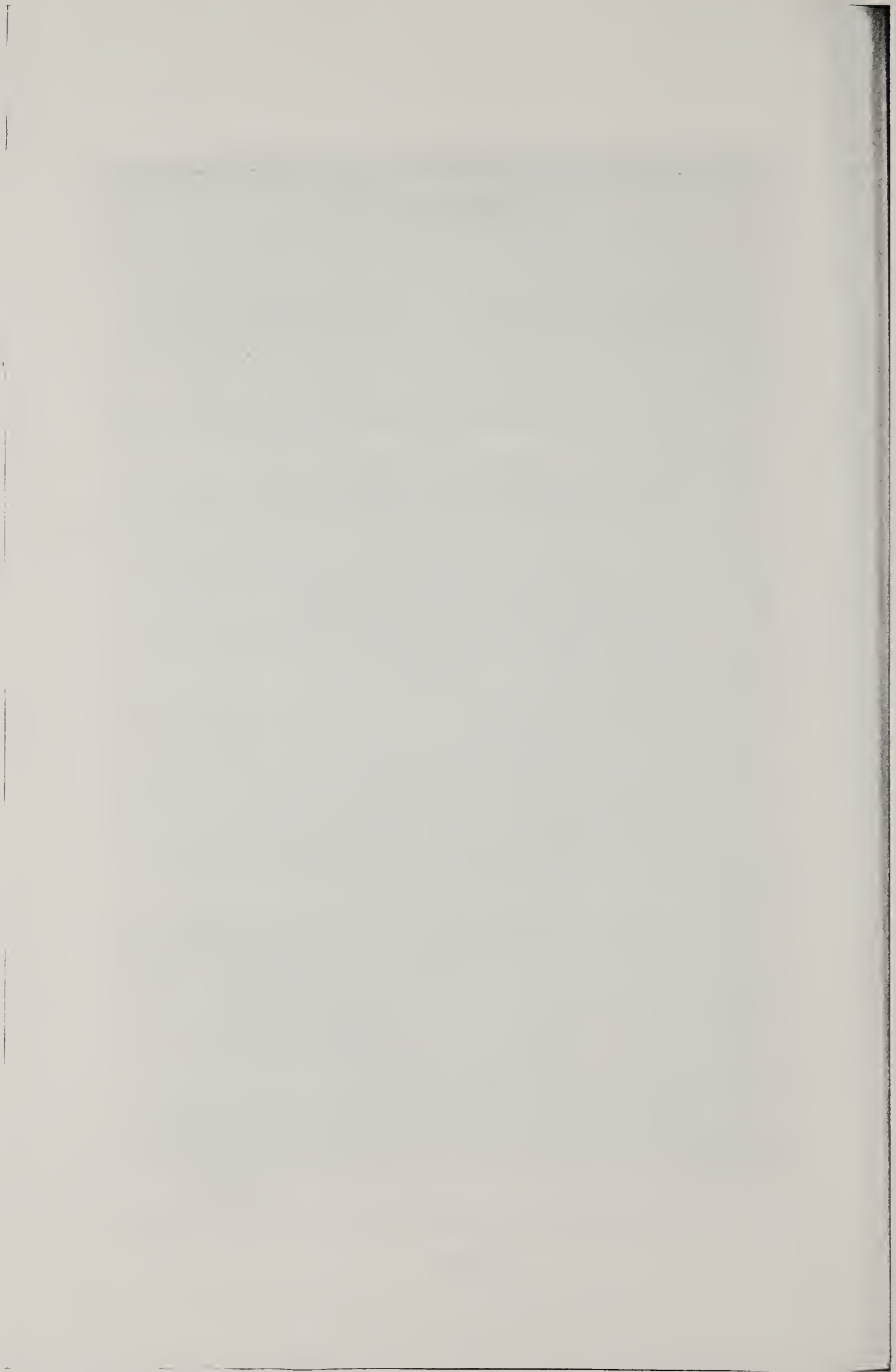
VI. When they are not engaged in reciting, they must study attentively and without intermission.

VII. They must be clean in their person, attend punctually and go directly to their seats on coming in.

VIII. They must sit in a proper posture, abstain from all noise and unnecessary movements, and never leave their seats without permission, to be obtained by holding up the right hand.

IX. They cannot go out during recitation, except in cases of peculiar urgency.

X. They must carefully abstain from injuring or disfiguring any property connected with the Institution.



mies, both in number of institutions and in number of pupils enrolled.

In the beginning, the public high school lacked the prestige of the academy. The college preparatory type of program was emphasized. When public high schools were accepted, they tended to become more independent of the colleges, and offered a more liberal education. In this way, they met the needs of those planning to go to college, as well as those persons whose formal education would end at high school.

Enrollments in public high schools increased steadily until World War I. "The data concerning the education of our youth in service during that critical war period emphasized the need for the improved education of all."<sup>18</sup> Between 1915 and 1925, New York State's high school population doubled, with more and more students remaining in school until graduation. In 1925 approximately 25% remained until they graduated four years later, while in 1950, more than 50% of those who entered high school remained to graduate.<sup>19</sup>

During this period, many significant changes took place in secondary school philosophy and practice. The State Vocational Law was passed in 1918, and the Federal Smith-Hughes Act was passed in 1917,<sup>20</sup> which made vocational education an integral part of a broad secondary school program. Offerings such as practical arts, trade and technical courses, music, additional modern languages, etc., all based on the needs of boys and girls in high school and the needs of modern society, have been included in the high school program in the past thirty years. This enriched, secondary program has been extended downward to include the seventh and eighth grades of the traditional eight-year elementary school. This downward movement to the seventh and eighth grades is now called the Junior High School. Although this movement was comparatively new only thirty years ago, junior high school programs now constitute the prevailing type of program for the majority of pupils in

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<sup>18</sup> Ibid, 58.

<sup>19</sup> This is based on figures in *Education in New York State*, 58.

<sup>20</sup> Smith-Hughes Act - 1917 - A Federal Act permitting Congress to appropriate money annually to send to the states, to be used to teach one or more of the following in high school: Agriculture, Home Economics, and Industrial Arts.

grades seven, eight, and nine throughout most of New York State.

The amended central school law was passed in 1924, and started a new era in rural education. The groundwork was laid for the organization of school districts, so that every child might live in a school district which provided broad opportunities in high school education as well as in the three R's.

Since 1924, the Central School District has had powerful influence on attitudes toward education in rural areas. From the beginning, central school districts have been community school districts based on a geographical area within which people associate for common undertakings.

Opportunities for youth in the secondary program of the central school have been more comprehensive than those furnished by the union free school, which they replaced. "The virtue of wider participation of people in the formulation of policy and the expansion of the tax base to support the central school program cannot be denied."<sup>21</sup> The central school law provided the opportunity for small neighboring high schools to join together to provide "a high school program better than an individual district could provide."<sup>22</sup> Many of New York State's central school districts have been organized in areas where two or more high schools previously operated.

No history of secondary education in New York State would be complete without reference to Regents examinations. This unique system of examinations in New York State was started in 1878. These examinations have influenced the character of the educational program and have raised the standards of instruction.<sup>23</sup>

As the functions of the high school have broadened in scope, and as the curriculum has become more liberalized and better adapted to the needs of present-day youth and society, the examinations likewise have been broadened in scope and constitute an integral part of New York State's program of secondary education.<sup>24</sup>

Fifty years have brought about a new philosophy and new objectives in New York's secondary education. At the turn of the century, college training was all important. As

<sup>21</sup> Education in New York State, op. cit., 59

<sup>22</sup> Ibid, 59.

<sup>23</sup> Ibid, 60.

<sup>24</sup> Ibid, 60.

high schools became more popular, and more students were remaining in school for longer periods of time, the scope of the high school program was not only college preparation, "but preparation for life after leaving school in terms of vocational, avocational and cultural training with emphasis on alert and competent citizenship."<sup>25</sup>



A TYPICAL SCHOOLHOUSE OF THE 1700's

<sup>25</sup> Ibid, 59.

### CHAPTER THREE

#### EDUCATION IN DUTCHESS COUNTY: 1716-1843

Having covered briefly the history of educational development in America and New York State as a whole, we now come to its specific development in Dutchess County. A short background of the county's history and location is, perhaps, in order before we take up the story of its educational development.

Dutchess County is situated in the southeastern portion of New York State along the banks of the Hudson River. November 1, 1683, the Province of New York was divided into twelve counties, of which Dutchess was one. Its boundaries were "from the bounds of the County of Westchester on the south side of the Highlands, along the east side as far as Roeliff's Jansen's Kill and east into the woods twenty miles."<sup>1</sup> These twelve original counties were created by the English shortly after they took control of New Netherlands.

Present day Dutchess County contains some 816 square miles,<sup>2</sup> and is bounded on the South by Putnam County and on the North by Columbia County. Before reaching its present state, however, the county went through many changes.

Probably the first white man to see Dutchess was Henry Hudson as he passed by in the Half Moon in 1609. In this period the land was inhabited by Indians, some of whom were not overly friendly.

During the period New Netherlands was being developed on Manhattan Island, Dutchess was just land to the North, unexplored and untouched by the Dutch. As a matter of fact, during the entire Dutch period, Dutchess remained Indian, under the domain of two tribes: the Wappingers in the South and West, and the Mahikans in the North and East.

Doubtless the Dutch fished its shores while the Indians

<sup>1</sup> Isaac Huntting, *History of Little Nine Partners*, 1897, Vol. 1, 3.

<sup>2</sup> *The World Almanac*, New York World Telegram and Sun, 1956, 292.



and an occasional white trapper entered its upland for furs. But in the half-century there is no record of Dutch residents, or even of Dutch travel through its trails.<sup>3</sup>

It is believed that even as late as 1683, when the county was formed, the territory contained no white settlers, with the possible exception of some adventurous traders. However, soon after 1683, "land grabbing" was inaugurated, and the lands of Dutchess County were speedily taken by men of influence or capital.<sup>4</sup> Robert Livingston took the initial step in his manor of Livingston, which was followed in Dutchess County by eight other patents such as Rombout, Schuyler, and others. These patents were granted under the Colonial Governors.

Among the first settlers to come and work on these patents were "refugees,"<sup>5</sup> who migrated into Dutchess from New Netherlands; other settlers included the French Huguenots and Walloons, the Scots and Irish as well as French from Canada. There were also some Scandinavians, Portuguese, and English. The English came mostly from New England, first settling on Long Island, and then moving to Westchester and gradually working their way into Dutchess. These English were mostly Quakers and Baptists.

Most of the River counties were settled before Dutchess. Ulster was the first between New York and Albany, and, at the time Westchester, Orange and Ulster were settled, no white settler lived in Dutchess. On October 18, 1701, Dutchess County was provisionally annexed to Ulster County. The only known inhabitants at that time were some settlers in the territory now called Putnam County.<sup>6</sup> Dutchess was first represented separately in a general assembly in 1713.<sup>7</sup> In 1717, Livingston Manor was taken off and annexed to Albany County, and Putnam was taken off in 1812.<sup>8</sup> In the early 1700's after Dutchess was annexed to Ulster, a delegation of at least ten or more persons was sent from Ulster to view the land of Dutchess. On their return they reported the land worthless, and not fit for habitation by man.<sup>9</sup>

<sup>3</sup> Henry Noble MacCracken, *Old Dutchess Forever*, 1956, 5.

<sup>4</sup> Isaac Huntting, *op. cit.*, 3.

<sup>5</sup> Refugees meaning persons who desired to get away from British control on Manhattan Island.

<sup>6</sup> Huntting, I, *op. cit.*, 4.

<sup>7</sup> Henry D. B. Bailey, *Local Tales and Historical Sketches*, 1874, 293.

<sup>8</sup> *Ibid.*, 293.

<sup>9</sup> Henry Noble MacCracken, *op. cit.*, 14.

Some of the first permanent settlers in Dutchess came from the New York area, which they left because of political reorganization in many towns on Long Island and in Westchester County by the British.

Most of them settled in central Dutchess and became the leaders of its levellers and rebels, and its Revolutionary officers. The family leaders transmitted to their children a love of liberty that could not be extinguished.<sup>10</sup>

It was not until 1694 that Dutchess was really explored. This was done by a Boston parson, Reverend Benjamin Wadsworth, while on a mission to Albany to conclude a treaty with the Iroquois. Reverend Wadsworth and his party first saw Dutchess "somewhere below Ancram."

On our left a hideous high mountain; it had but little wood. It seemed to be a continued rock. Passing by a long pond (Indian Lake?), they came to Ten Mile River, which was not deep, but had a very strong bottom.<sup>11</sup>

Reverend Wadsworth also encountered many marshy places, which bogged his horse and made travel slow and perilous. He described his trip through Dutchess as "very woody, rocky, mountainous, swampy, and extreme bad riding."<sup>12</sup> It was these reasons that had kept the Dutch from exploring the land for eighty years.

There seems to have been some confusion over the correct spelling of the name of the county. Should there be a "T" or not? Actually the county was named after the Duchess of York, but because of its association with the Dutch, a "T" was included. However, to further complicate the matter, "Samuel Johnson in his Dictionary defined DUTCHESS as 'the lady of a duke,' and DUTCHEY as 'the domain of a duke.'"<sup>13</sup> In the beginning of the nineteenth century both spellings were allowed for a short time, then the present spelling was accepted.

The first communities in the county were the towns of Rhynbeck and Fish-Kill, and the entire population was exceedingly small. The county was primarily an agricultural region until the turn of the twentieth century. Since 1900, it has gradually become industrial. At present only about one-tenth of the population is engaged in farming.<sup>14</sup>

<sup>10</sup> Ibid, 14.

<sup>11</sup> Ibid, 14.

<sup>12</sup> Ibid, 22.

<sup>13</sup> Ibid, 25.

<sup>14</sup> World Almanac, op. cit., 292, indicates the population of Dutchess County, 1950 census at 136,781.

Dutchess County's population has increased considerably in the past fifteen years with the development and expansion of the International Business Machines plant and other industrial firms. Today many of the old farm lands are now housing developments, and the county in general is much different from the "marshy land," "not fit for habitation of man" that it was in the 1700's. As the county grew so did the educational system which today is much different from the 1700's as will be noted in the following pages.

In the early 1700's Dutchess County was sparsely settled, and by 1714 the total population numbered only 445.<sup>15</sup> Obviously there were no large communities; just trading posts along the dirt trails that cut through the woods. To a hill near one of these trails in the northwestern part of Dutchess, came thirty families from West Bank (near Germantown) in 1716. The new settlers all spoke the German language fluently. They cleared the land near the hill and built crudely constructed log houses. Higher on the hill, they erected another structure, the church, which was their center of civic and community life.

Occasionally one would see an Indian in the woods, probably trying to decide whether or not to be friendly with the new settlers. These newcomers were German, and their church was called St. Paul's Evangelical Lutheran Church. Some were Calvinists, some Lutheran, but they were all united by a common language. They were all interested in educating their children and in teaching them the German language, which they continued to do for the next hundred years.

A short time after the church was built, Kings Highway was put through from New York to Albany. At a much later date, another road was constructed to intersect Kings Highway about one quarter of a mile below the church. Today this area is the Route 9-9G intersection near Red Hook, and the church stood approximately where the cemetery now stands on Route 9.

It is believed that this log church also served as the school. If that is true, then this is the earliest recorded school in Dutchess County. "This area is sometimes called

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<sup>15</sup> Henry D. B. Bailey, *op. cit.*, 297

Wey's Crossing, and used to be known as Pinks Corners and later as Monterey."<sup>16</sup>

There are differences of opinion concerning the first schools and churches in Dutchess County. However, one thing seems to be certain, and that is, that education began in Dutchess County in the Rhinebeck-Red Hook area.<sup>17</sup>

Since the first schools revolved around the church, early church groups should be commented upon. The first preaching in Dutchess County was probably by Reformed Dutch Missionaries, unless it was, as some historians assert, by the Missionaries of the Moravian Church to the Indians of Pine Plains, or Chicomico, as it was called. Reports indicate that Dutch preachers were in Dutchess County in the mid 1600's. In 1645 Domani Backerus of New York is *supposed* to have visited the "settlements" of Dutchess County. However reports indicate there were no settlers here, let alone a settlement.<sup>18</sup>

The Reformed Dutch Church of Dutchess County was formed in Poughkeepsie in 1716 by Reverend Peter Vas of Kingston, who, in the same year, organized the Reformed Dutch Church of Fishkill. "Probably they were the first churches organized in Dutchess County."<sup>19</sup> This leads to confusion for it makes no allowance for the church in Rhinebeck.<sup>20</sup>

The first towns to be settled in the county were Fishkill and Rhinebeck, probably because of the development of

<sup>16</sup> Dutchess County Yearbook, Dutchess County Historical Society, Vol. 40, 1955, 33.

<sup>17</sup> There seems to be some confusion as to the exact date of the first school. Dr. MacCracken in *Old Dutchess Forever*, indicates the first school was in 1719, also in Rhinebeck, established by the Germans. 102.

<sup>18</sup> Henry D. B. Bailey, *op. cit.*, 297. Backerus might have been in So. Putnam County when he made this claim.

<sup>19</sup> *Ibid*, 297.

<sup>20</sup> There seems to be a difference of opinion as to the exact date the first church came to Dutchess County. One source states: "The first church organizations in Dutchess County were those of the Reformed Protestant body in Rhinebeck, Poughkeepsie, and Fishkill. Most authoritative information available indicates that the Pink's Corner German Reformed Church, was the first on the scene—as early as 1715. The Reformed Churches of Poughkeepsie and Fishkill were formed a year later, in 1716. The first named church was formed in the settlement of the German Palatines in Rhinebeck, while the early Dutch Settlers made up the congregations of the Poughkeepsie and Fishkill churches." from *Southeastern New York*, compiled and edited by: L. H. Zimm, Rev. A. E. Corning, J. W. Emsley, and W. C. Jewell, Vol. I, Lewis Historical Publishing Co., Inc., N. Y., 1946. 293.

the church in these areas. The Dutch, much like the settlers of New England, put the church as the center of their activities. So it was the Domani (or preacher) that also became the teacher in our first schools. The basic instruction was primarily in reading, writing and Religion, with particular emphasis on Religion. Bearing this in mind, it is understandable that there is little or no reference to "a school" in the records of early Dutchess. The teaching was done in the church itself, or in some cases, in a separate building on the church property.

These church schools were the only "schools" in Dutchess County until shortly before the Revolution when some small village schools appeared in parts of the county. The church schools were usually supported by the people; therefore, attendance was not free.

In Rhinebeck the schoolmaster came early in the town's history. The Dutch, high and low, believed in the three R's.

The Kipsbergen youth were instructed by a pedagogue who travelled from Esopus at stated intervals. The Palatines depended upon the ministers to teach on weekdays and preach on Sunday.<sup>21</sup>

From 1715 to 1725 both Reverend John Frederick Hager, the German Reformed minister and Johannes Spaller, the Lutheran minister, taught the children of Rhinebeck. The small sums paid by the parents for teaching each child were not only acceptable, but eagerly sought. It was made a religious duty to send each child to school.

Some of the churches established academies in the county for the older children to attend. Apparently however, there was no academy in Poughkeepsie before the Revolution, and children from this area were sent to Fishkill, to attend the academy run by Reverend Chauncy Graham. Reverend Graham was one of the county's first important teachers and his academy was well known. Fishkill was the most populous community of this time, which probably accounts for Reverend Graham's establishing his institution of learning there. The exact location of this school was an area called Brinkerhoffville. The academy roughly corresponded to our present day high school, and Reverend Graham's institution was apparently well established by 1750. Reverend Graham was the pastor of the English

<sup>21</sup> Howard H. Morse, *Historic Old Rhinebeck*, 1908, 199-200.

speaking Presbyterian congregation at Brinkerhoffville. He came from New England, and ran the school and church for some thirty years. Among the many students taught were Reverend John H. Livingston, who was born in Poughkeepsie, and the sons of Henry Livingston. (Henry Livingston was clerk of Dutchess County from 1737 to 1789, and died in 1799. His grandfather was Robert Livingston, the Scotsman who obtained a large grant of old Dutchess.)<sup>22</sup> By examining the many letters Henry Livingston wrote, which were found in the court house attic at the turn of the twentieth century and presented to the local Historical Society, one gets a good idea of Reverend Graham and his school. Reverend Graham apparently was very intelligent, had a great interest in good books, and had a strong desire to have his pupils improve in the rudiments of grammar and Latin. "It is clear that Reverend Graham's acquirements were superior to the Dutchess County average, and that the sons of Henry Livingston were in good hands."<sup>23</sup> Below is one of the letters Reverend Graham wrote to Mr. Livingston.<sup>24</sup>

Henry Livingston, Esqr. in Poughkeepsie  
Mr. Livingston  
Sir

I've sent you your son and hope he will be ready for a return by the 25th of this instant May and in the mean time pray that he may exercise himself in his Accidence, to review it and I don't care how much he writes, tho he will easily make a writer—I should be glad you could send to New York for Beza's Latin Testament, and a Jersey College Latin Grammar, both to be had at Mr. Parkers, the printers, —for he has lost his Latin Grammar. I design next week for New England, God willing, and hope to be ready for my school again by the time appointed.

I've sent you up your Tragedies, that I borrowed for which I heartily thank you, I've also sent you to peruse the piece you desired about the Church of England.

I might add did not time forbid, but concluding with proper Regards to yourself and spouse from me and mine, I remain your sincere friend, most obedient and very humble Servt.

Chaun. Graham

Rumbout May 2, 1752

Mr. Graham speaks of lending Henry Livingston a book (article) treating of the Church of England, a subject which may have interested them about that time because of public discussion of the affairs of Kings College, New York, now Columbia University.

<sup>22</sup> Dutchess County Yearbook, Vol. 6, 1921, 51.

<sup>23</sup> Ibid, 51-52.

<sup>24</sup> Ibid, 51-52.

Although Reverend Graham used the best writing methods of the time, many of the old letters found reveal that most county people knew very little about writing, spelling, or punctuation. Many letters are hard to read and decipher. In addition to the limited education of the eighteenth century, it should also be remembered that, in this area, many of the writers thought in Dutch while they wrote in English, with the expected results in their use of the language.

Many people in this period felt there was little need of education. However, Robert Livingston appears to have seen some value in it; at least he was willing to give land for a school, as indicated in the following letter:<sup>25</sup>

New York, ye 12 Feby 1759

Gentlemen

I recd yours of ye 5th inst. concerning that piece of ground I gave for a parsonage. I find your inclinations are to appropriate it for ye use of a schoolmaster, which is also a charitable use. Therefore, I freely grant your request, and wish you a great deal of success in your undertakings.

I am, with respect,

Gen'l, your Very Obt. Serv't  
Robert G. Livingston

Messers, Franz Neher, Adam Schafer, David Reichert.

These church schools had their place, and served for many years to teach children the ways of the church and other essentials deemed necessary for the time. However, around the 1760's, people began to get the idea that education should be received outside the church. The Revolution finally brought this idea into reality, with the separation of Church and State. Nevertheless, many small non-church village schools did get established before the Revolution in Dutchess County.

There was one of these village schools in Poughkeepsie before the Revolution. It was located on Main Street, east of the City Bank, the precise spot of which is not known. This school apparently stood until some time after the Revolution, and contained many pupils that afterwards became distinguished men in Poughkeepsie. These small village schools were established wherever a community was well settled. They were built and financed by the village. These schools were generally small, one-story build-

<sup>25</sup> from Rhinebeck Lutheran Church Records, as quoted in *History of Rhinebeck*, by E. M. Smith, 99.

ings, not too well built, and were heated in winter by a wood stove. The older boys took turns in preparing the wood and making the fire. The room itself was generally plain and bare, with the exception of a map or two on the wall and a so-called blackboard.

The teacher was a revered member of the community, but poorly paid. He generally boarded with one family for two or three weeks before moving to the next family. His length of stay was determined by the number of children enrolled in school, on the basis of one week's lodging for each child. In other words if the family had three school age children, the teacher stayed three weeks with that family, before going on to the next. His pay was about twenty to twenty-five dollars a month, but many times he was paid in grain or whatever merchandise the families felt they could afford. In 1789, the town of Beekman spent \$311.20 on its teachers' salaries for the year, where a teacher was paid seven to nine dollars a month, plus board for himself and his horse. "In Stanford, one lucky teacher was paid ten dollars and fifty cents a month."<sup>26</sup> In the cases where the teacher stayed with the families of the communities, many jokes were made at the tavern and general store about "his having to warm so many beds."

Yet boarding around had its advantages. It was an open door to much that was worth knowing, and it was an event in the family when its turn came. A big sister appreciated a bright, good looking young man teacher, and made his stay with her parents pleasant.<sup>27</sup>

The school year of these little one-room village schools had two terms, summer and winter.

The memories of punishments inflicted at school are vivid with most of us... What caused fear and trembling has been mellowed by the years that have passed. The 'deerstick skule' served its purpose.<sup>28</sup>

Below are the Rules for Conducting a school in Rhinebeck in 1760.<sup>29</sup>

1. The school shall open and close with prayer.
2. The hours shall be from 8:30 to 11:30 o'clock in the am, and from 2 to 4 o'clock in the pm.
3. The schoolmaster shall be paid for instruction for three months, for every scholar in high Dutch spelling, reading, and writing 5 shillings; and in English spelling,

<sup>26</sup> Martha Collins Bayne, *County at Large*, Norrie Fellowship Report, 1937, 122.

<sup>27</sup> Howard H. Morse, *op. cit.*, 203-4.

<sup>28</sup> *Ibid.*, 204.

<sup>29</sup> *Ibid.*, 200.



reading, and writing - 5 shillings, and in ciphering 6 shillings. A load of firewood shall be brought by those who send scholars to school for each scholar for use in the school, every nine months; they shall also pay the schoolmaster as usual for each scholar sent. The schoolmaster shall keep school five days in every week.

4. The schoolmaster shall occupy and be in charge of the school house; he shall give three months notice should he wish to give up his work.

Probably one way of judging the type of education received in a school is to look at the books in use. The type of education served our children can be surmised from the following list of textbooks used in this county before 1800:<sup>30</sup>

Dabolts' Arithmetic  
Murray's Grammar  
Murray's English Reader  
The Juvenile Spelling Book  
Morse's Geography  
Ezra Thompson's Historical Dictionary  
The American Perceptor  
Flint's Surveying

The children of the day were brought up in the line of honest work and conscientious labor. The schooling they obtained was necessarily limited but good. "Book learning," as it was called, was sufficient to enable them to read understandably, to reckon in Dutch and English money, to write a fairly intelligible letter and to repeat their catechism when required. A child able to master all of the above was considered well educated.

More important than book learning for girls were numerous housewife duties, and for boys the useful handicraft trades. The children of the eighteenth century were taught at an early age to use their hands. They soon learned the value of muscle for labor and wit for trade, and the girls and boys both became proficient in the use of their hands.<sup>31</sup>

When the children went to school, learning the A B ab's was the first lesson following the alphabet. The New England Primer, a small volume containing a collection of little stories, proverbs, rhymes and questions, with quaint wood cuts, was the first book. It was religious in tone. The alphabet was given with a picture and rhyme for each letter. This was probably the earliest school book in English and reading and spelling were taught with it.

Beginning to write, the children made what were called "hooks and trammels."

<sup>30</sup> Martha Collins Bayne, op cit., 123.

<sup>31</sup> Ibid, 123.

The hooks were curved lines, the trammels straight ones. Then came letters, words, sentences. The quill pen, made by the teacher and mended as occasion required, served every purpose in writing. Making or mending was something of a knack. The ruler, plummet (a stick of black lead) and a bottle of ink completed the pupils' outfit for writing. They were taught to count on their fingers, then addition, subtraction, multiplication and division completed the arithmetic course. Slates, pencils and ciphering books were the needed outfit in this branch. In this simple manner, the three R's were covered, and the average child's education counted finished. History, grammar, geography did not figure in the curriculum.<sup>32</sup>



VISUAL EDUCATION 18TH CENTURY STYLE

Although by such descriptions as those mentioned above, we know what the early schools were like, what was taught, but there is little or no reference indicating just where these early schools were located. However, there is the following in reference to the Hopewell School of 1760. This is taken from a document at the period in which Dutch was being replaced by English as the common language:

<sup>32</sup> Howard H. Morse, *op. cit.*, 201-2.

Dutchess County, December the twenty-seventh, one thousand, seven hundred and Sixty, — then wee the subscribers Agreed to Hijer a School master to teach an Inghlish Schoule to Read Wright and cipher for one whole year, that is one quarter night Schoule in the year, for the sum of thrity eight pounds for the year, and each Child subscribed shall pay an Equal Shear, and each Child Subscribed for shall Draw an Equal Shear of the Benifet of the night Schoull and Incom Schollers, and If any of the Schollers Subscribed for should Dye and the subscriber could not mack Up another in the Steed then all the Schoolers to Bair an Equal Burden of the Deed Scholler or Schollers, and Every Subscriber to Bring and Equal Shear of firewood for the Schoolers he Subscribed for, to supply the Schoul Convienient with Fire Wood Unto which we Enterchangably Set Our hands and the number of Scholler or order to Be set.

Abraham Adriance	2 Schollers
Henry Wiltse	2 Schollers
Isaac Adriance	2 Schollers ½
Pet(?)asi(?)ansen	3 Schollers
Gore Storm	1 Scholler
Gerret Storm	3 Schollers
Jurrey Enoch	2 Schollers
Joseph Horten	2 Schollers
Johannes Wiltse	½

On the other side of the document the following appeared: "the Articles of the Schoull to be kept by Derik Hago-mans in that Schoull House."<sup>33</sup>

Other mention of schools in Dutchess County and their locations are given in the following list:<sup>34</sup>

- 1765 - mention of a school house - Roads No. 81 (near New Hackensack)
- 1766 - mention of a school house - Roads No. 87 (East of Wappingers Creek and North of present Manchester Bridge)
- 1769 - mention of a schoolhouse - Roads No. 90 (on or near Stony Kill Road)
- 1771 & 1774 - mention of a school house on plains near the sprout Deeds No. 142 & 186, Mort. No. 101 (near present Fishkill Plains?)
- 1791 - mention of a school house - opposite Dutch Church Mort. No. 335 (at Fishkill or Hopewell?)
- 1792 - mention of a school house - Mort. No. 359 & 454 (East of Wappingers Creek, between bridge at Manchester and Red Oaks Mill)
- 1795 - mention of two small school houses Deed No. 292 (East of Hopewell Church, probably at Upper Hopewell)
- 1799 - mention of "the school lot," Mort. No. 503, location?

These are just sketchy outlines giving approximate locations of early schools from the deeds and other records of the eighteenth century.

<sup>33</sup> Dutchess County Yearbook, Dutchess County Historical Society, Vol. II, 1926, 26-7.

<sup>34</sup> 18th Century Records, Dutchess County, N. Y., collected by Willis Reese, published by Dutchess County Historical Society, 1938.

Another mention of an early county school was made in the New York Packet and American Advertiser on Thursday, June 1, 1780:<sup>35</sup>

Whereas, the house built in this place for a public seat of learning, has for upwards of four years past, and still is occupied as a general hospital for the sick of our Army; and not knowing how long it may be used for that purpose, we have opened our public seminary in a house contiguous to it, belonging to Colonel Abraham Brinkerhoff; where Reading, Writing, and Speaking correctly the Learned Languages, with every branch of the Mathematics and polite Literature, are faithfully taught; and a special regard had to the morals of youth.

Chauncy Graham, Pres.  
Fish-Kill, State of New York  
March 17, 1780

This again refers to the school run by Reverend Chauncy Graham. However, this is near the end of the period in which Reverend Graham was prominent in the county's educational history. This also approximately marks the end of the church school era in Dutchess County, although there were still several in use. The war referred to was the Revolution, which changed many ideas on education, not only in Dutchess County, but throughout the Nation.

Between 1785 and 1800, many small village schools were established. In 1795 the State Legislature passed an act which became the foundation of the present system of state aid to schools. Under this act, Dutchess County (which then included Putnam County) received 2100 pounds as state aid. In this period, a school district was called a society. North East (which previous to 1818 included Pine Plains and Milan) appears to have been very educational minded, as it had seventeen such societies in 1795. By 1819, after splitting Pine Plains and Milan, North East still had eleven full districts and four fractional districts, "importing instruction to 456 children between the ages of five and fifteen."<sup>36</sup>

Newspaper advertisements of the eighteenth century are interesting and enlightening in the ways of the times. The Country Journal and Poughkeepsie Advertiser of June 6, 1787 carried the following boarding school advertisement:

Maurice Collins, who has been employed as English and Latin teacher at Rhinebeck Flats, near two years, and here-

<sup>35</sup> Dutchess County Yearbook, Dutchess County Historical Society, Vol. 13, 1938, 52.

<sup>36</sup> Martha Collins Bayne, *op. cit.*, p. 122

tofore at the Honorable Zephania Platt's, induced by the approbation he has met with from his different constituents and other gentlemen of note who have been pleased to approve of his conduct as a teacher is encouraged to inform the public that he is determined to continue at the Flats, where there is a decent school house provided and Boarding to be had at a dollar per week.

Said Maurice Collins professes to teach English, Latin, and French grammar with the classics; writing, arithmetic and book keeping; several branches of the Mathematics such as Euclids Elementary Algebra, Trigonometry, Surveying, and the strictest care (excluded from severity) taken of the students Morals and Education.

The Poughkeepsie Advertiser of December 5, 1787 announces: "The Academy at Sharon, Connecticut, is now ready for pupils . . . the building being both elegant and commodious" . . . This same newspaper also has the following book advertisement:

Just published by M. Gaines in New York and to be sold by the Printer hereof, for cash only. The Young Gentleman and Lady's MONITOR, being a Collection of Select Pieces from our best Modern Writers; calculated to eradicate vulgar prejudices, and rusticity of manner; improve the understanding, rectify the will, direct the minds of youth and facilitate their reading, writing, and speaking the English language with elegance and propriety.

The first law encouraging public education was the one of 1795, called "an act for the encouragement of schools." It was passed at a legislative session held in Poughkeepsie. The act was passed in response to a recommendation from Governor George Clinton and it thus became the foundation of the state system of aid to schools and of the state regents. It did not give rise at once to a public school system in the modern sense, meaning free schools, but aid was extended to incorporated schools or academies, and there may even have been a few lower grade schools receiving financial aid.

The Dutchess County Academy was already well established in Poughkeepsie when the act was passed. This famous institution had been originally founded at Fishkill and it is said that the framework of the building was removed to Poughkeepsie in 1792, when it was erected on the southwest corner of Cannon and Academy Streets; thus giving Academy Street its name. The lot,  $103\frac{3}{4}$  feet on Cannon, extended westward to that on which the YWCA building now stands.

The old building is still partially in existence, as it was removed in 1837 to the North West Corner of North



the Adriance Memorial Library and begins with a report of the trustees to the regents for the year ending October 9, 1839. The first pages contain a description of the new building, and property, which was valued as follows: Value of lot for academy building, \$2,000, Value of Building thereon, \$11,128.15, Value of Library, \$169.00, Value of Philosophical apparatus, \$167.50, Value of Academy furniture, \$300.00.

Half a mile east of the monument at South Millbrook, there used to be quite a little hamlet, surrounding the old Nine Partners Meeting House. As early as 1742 the settlers here, nearly all Quakers, organized the Nine Partners Meeting, so named because it was in the Nine Partners grant of Dutchess County. By 1760, they needed a store and Samuel Mabbett opened one just east of the meeting house. On May 1, 1795, ten acres of land and the old buildings, (including Mabbett's store) were transferred to a committee of trustees appointed by the Friends' Yearly Meeting, for the purpose of establishing a boarding school. "The consideration was 1600 pounds, New England money."<sup>38</sup> The committee was composed of Isaac Thorne, Tripp Mosher and Joseph Talcott. The building, after undergoing alterations, was opened in the fall of 1796 as a boarding school under the superintendency of Tripp Mosher as steward, and Jonathan Talcott as principal teacher. Thus was the beginning of one of the county's most famous and important schools.

The school was well patronized by the society of Friends and was opened especially for those who were in indigent circumstances.<sup>39</sup>

There were as many as one hundred pupils in average attendance, who received a thorough academic course. The old record book for 1796 states: "For the present, children be admitted at Seven Years of age, Boys all were to continue in school till fifteen and girls until 14."<sup>40</sup>

The school prospered remarkably well for those days until 1828, when the Society of Friends was divided by reason of differences in religious belief, which resulted in what was called the "Separation."<sup>41</sup>

The so-called "Orthodox" portion held the ten acres with the

<sup>38</sup> Ibid, 326

<sup>39</sup> Ibid, 327

<sup>40</sup> Thrift Messenger, Poughkeepsie Savings Bank, Vol. XVI, No. 1, March 1937, 9.

<sup>41</sup> James H. Smith, History of Dutchess County, N. Y., 1882, 327.

school buildings, while the other branch, the so-called "Hicksites," remained in possession of the fifty six acres of land purchased in 1796, and the brick meeting house.

However, in 1820 or 30, the Orthodox branch built another house of worship, and purchased eighty acres of land from the Thorne property as an addition to the school tract. The Hicksites also established a like school under the principalship of Jacob Willett and his wife Deborah, who were among the first pupils who attended the old school in 1796.<sup>42</sup>

Jacob Willett, who was one of the county's outstanding educators in the 1800's, should be mentioned in some detail, particularly for the contributions he made to education. Mr. Willett entered the Nine Partners School on the day it was



NINE PARTNERS BOARDING SCHOOL

opened for the first term. "He was then in the eighth year of his age, and on the day he was eighteen (1806) he was installed as head teacher."<sup>43</sup> Deborah Rogers, a lineal descendant of the martyr, Reverend John Rogers, entered the school

<sup>42</sup> Ibid, 327.

<sup>43</sup> Ibid, 329.



as a pupil some time afterwards and became a teacher there. Miss Rogers became principal teacher in the department for girls. In 1812, Jacob Willett married Deborah Rogers.

Mr. Willett was a successful mathematician, and his wife was equally successful as a grammarian. Jacob Willett was the author of a popular arithmetic and geography. The first edition of the former was published in 1813. Both works, however, had strong official recommendations and were extensively used throughout the country for many years.

Jacob and Deborah Willett left the boarding school and went to Nantucket Island. However, in 1824, they returned to Dutchess and opened a school near Mechanic, chiefly for the education of young men, which was continued by them until 1852.<sup>44</sup>

Under the school act of 1795, two thousand and one hundred pounds was distributed to the county of Dutchess (including Putnam) as a school fund. The following apportionment of school money was made in Dutchess County, as recorded in the Town Book, with the towns listed, to make reading easier:<sup>45</sup>

WHEREAS, By an Act of the Legislature of this State entitled an Act for the Encouragement of Schools, Passed the ninth day of April, 1795, among other things Therein contained the sum of £2,100, is distributed to the County of Dutchess to be apportioned among the Several Towns of said County. In pursuance then of the Act afore-said, the Board of Supervisors . . . certify that the Town of Rhinebeck is allotted the sum of £216, 5s, 3d.

	£	s.	d.
	POUNDS	SHILLINGS	PENCE
Rhinebeck	216	5	3
North East	154	1	0
Amenia	117	10	3
Clinton	181	14	0
Frankling	81	19	3
Pawling	192	11	3
Phillips	116	10	6
North East	115	10	9
Stanford	97	15	3
Poughkeepsie	152	1	6
Washington	120	9	6
Fishkill	267	12	3
Carmell	109	12	3
Frederick	80	19	6
Beekmans	167	17	6

After the Treasurer's fees are deducted. Given under our hands and seals the 30th Day of May, 1795.

<sup>44</sup> Ibid, 329.

<sup>45</sup> Thrift Messenger, op. cit., 11

Tahna Morton  
Richard D. Conklin  
Aaron Stockholm  
Jesse Oakley  
Joseph Crane, Jr.  
Ezra Thompson  
Attests, Richard Everett,

Samuel Towner  
E. V. Bunschoten  
Ebenezer Mott  
Edmd. Per Lee  
Joseph Nolly  
William Taber

TOWN CLERK.

“The act caused a good deal of discussion as to its real meaning and intent, but good, bad and mixed, it was a new departure in the school system.”<sup>46</sup>

Although there were undoubtedly schools in the North East precinct before 1795, there are no records available. However, after the passage of the law, Ebenezer Dibblee, town clerk of North East in 1795-6 made careful records of the first schools under the school act. Although there is too much material to include everything, some of the more interesting items are included in the following paragraphs.

Julia M. Eno taught district 14, West Pine Plains or Milan, from June 17 to July 16, 1795. She was in charge of seventy two scholars, and received one pound, fourteen shillings, six pence for her work. Simon Ter Bush was her successor, commencing August 17 and closed the quarter of teaching November 19, 1795. David Lyman, Jr. taught school in District number 19, from March 28, 1797 to March 22, 1798 for thirty dollars.

John Culver, the pioneer preacher (?), taught district number 18 “near Joshua Hamblin’s Oblong,” from December 18, 1797 to February 28, 1798 at nine dollars a month and board. Oliver Davision taught number 15 in Amenia from March 1797 to May 1797, at seven dollars a month. This district was East of Winchell Mountain. Sylvanus Holmes also taught number 15 from June 1797 to November 1797 at seven dollars a month, “and his horse kept.” Samuel Goodwin taught district number 4, “the school near Banjamine Hicks on the road leading from Cold Spring to Hoffmans” from July 1795 to March 1796. He taught forty eight schollars, making it the largest class in Old North East from April 1795 to April 1796.<sup>47</sup>

The first school house in Pine Plains of which there is any record existed in 1795, district number one. This school was located on the west side of North Street. Later the school was moved to the corner by Stissing House, and used as a store for many years. It was later made into a house, and after that torn down in 1895 for the erection of the Bowman Opera House. The first teacher on record in the old school house of Pine Plains was William Hermans in 1795-6. From these paragraphs we can see the salaries of

<sup>46</sup> I. Hunting, *op. cit.*, 267.

<sup>47</sup> All based on Chapter 27, in Hunting’s *History of Little Nine Partners*.

the times, the length of time the teachers were employed and can get some idea of what the first schools in that part of the county were like.

There is another mention of a church school in Rhinebeck in 1796. This, too, comes originally from the Church records of St. Pauls of Wurtenburgh, on the 7th of February, 1796.

George and Sebastian Pultz released the North half of the lot (originally dedicated to the Church property), the acre given by themselves from this restriction, giving their own consent, and binding their heirs to the trustees of the Church to erect a school house and conduct a school thereon.<sup>48</sup>

This seems to indicate that although the rest of the county was changing quite rapidly to village, non-church schools, Rhinebeck was still under church domination. It was not until 1805, that the District school system was introduced in Rhinebeck. After its introduction, however, one district rapidly followed another to meet the demand of the population. Several of the townspeople entered the list of school teachers under the district system.

Private schools, however, continued, and the names of Mrs. Seymour, Mrs. Thompson, Mrs. Ewing, Miss Landon, Miss Fowkes, Miss Bogartus are remembered as popular and satisfactory teachers of the boys and girls in the days of yore.<sup>49</sup>

In 1806, Captain David Braman taught school in the stone house opposite the gateway to D. S. Miller in Hyde Park. The first district school of Hyde Park was built after this time, nearly opposite the house of Andrew Phillips. The teacher was William Prince Williams. A larger building was erected in 1829 on the corner of Albany and Albertson Streets.

In 1812 Charles Hoag opened a boarding school for boys and girls at his home in Pine Plains. Jacob Willett and his wife were employed by him as teachers for a short period. This is the same Willett who was associated with the Nine Partners school of South Millbrook. It should be pointed out here, that after the Nine Partners school closed, the Oswego Boarding School was opened by the Friends. This school was located near the Oswego Meeting House at Moore's Mills. Other private schools in Dutchess County during this

<sup>48</sup> E. M. Smith, *History of Rhinebeck*, 120.

<sup>49</sup> Howard H. Morse, *op. cit.*, 201.

period included the Seymour Smith Academy at Pine Plains which was built on the estate of Seymour Smith, a prosperous farmer of the vicinity. Benjamin Allen operated a classical school which was opened about 1815, in Hyde Park. A few years later, Miss Althea Gibbs opened a boarding and day school for girls, which was considered to be one of the best of that day, and with Dr. Allen's nearby, gave Hyde Park an enviable reputation for educational advantages. There were many other private schools in the Hyde Park area, which were established in the early 1800's.

One of these was the Bard Infant School, which was founded according to the provisions of the will of Miss Susan Bard, dated August 14, 1831. She left the interest of \$4,000 in trust for its maintenance. The trustees bought a lot from the heirs of Joshua Lawrence, and erected a frame building. This school was conducted successfully for many years, the income being sufficient inducement for a competent teacher.

After the school discontinued, the room was used for St. James' Guild. A public reading room and library was established by the Guild and is now supported by the parish.<sup>50</sup>

As the private and village schools were being established in the county, so was Poughkeepsie developing schools of its own. The reputation of being "the city of schools" came to Poughkeepsie largely through the institutions founded during the improvement party's best days. The Poughkeepsie Collegiate School founded in 1835, was perhaps the greatest of them and has left a lasting monument to the city, the Grecian temple on the crown of College Hill. This school was opened in 1836 with Charles Bartlett as principal and it was soon attracting boys from all parts of the state and nation. Mr. Bartlett ranked as a leading educator of his time and the Collegiate School was regarded in its days as important and as much an object of local pride as Vassar College is today.

Charles Bartlett died in 1857, and the school was continued by Otis Bisbee and Charles B. Warring, who had been among his leading teachers. Soon after the Civil War, Mr. Bisbee and Mr. Warring dissolved partnership and the latter erected a building on Smith Street and opened the

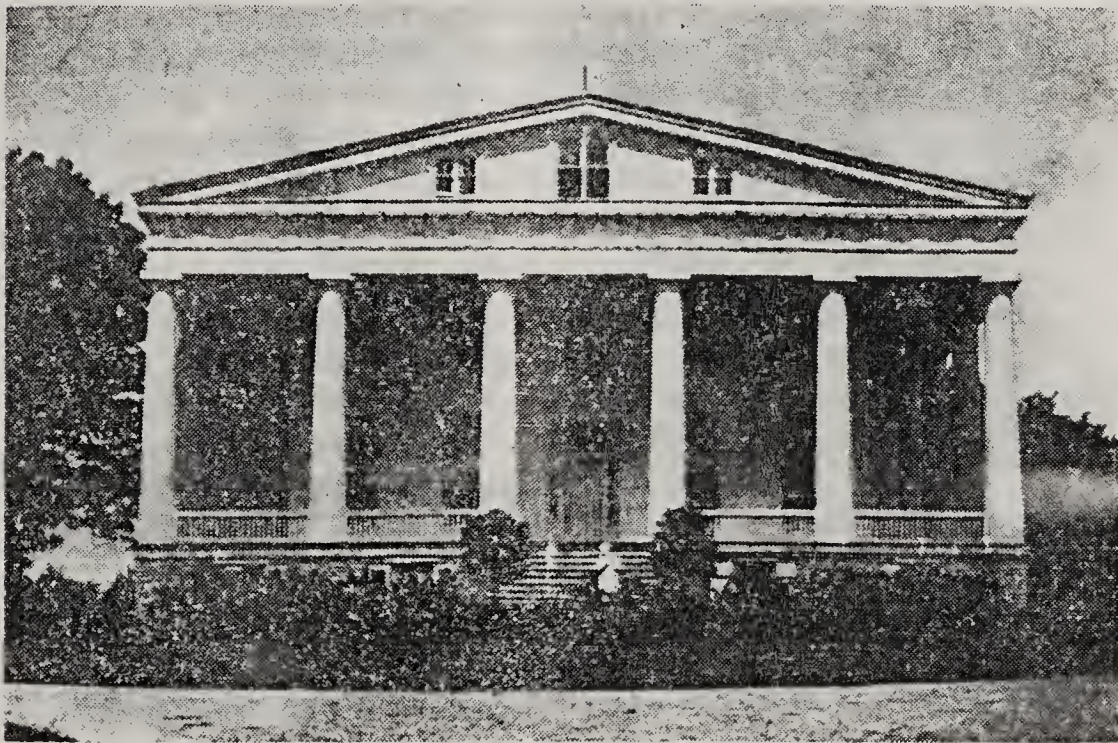
<sup>50</sup> Frank Hasbrouck, *The History of Dutchess County, N. Y.*, 1909, 358.

Poughkeepsie Military Institute, the first military school in Poughkeepsie.

Mr. Bisbee introduced military drill on College Hill a year or two later and remained there until 1867, when the property was sold to settle the estate of Charles Bartlett. He then erected the Riverview Academy in the Southwest part of town and it continued to be successful for some years under the management of his son, Joseph Bartlett Bisbee. Mr. Warring's school continued a considerable number of years and the present Warring Elementary School was built on this site.

The Poughkeepsie Female Academy, one of the most important institutions of the Improvement party, opened a large building on Cannon Street, which later became the headquarters of the Women's Christian Temperance Union. This academy was for many years the largest boarding school for girls in the city. The last principal was Reverend D. G. Wright, who discontinued the school in 1885.

A one-room village school was constructed in 1838 which became Union Free School, District Number five of Rhinebeck, but more will be said of that in the next chapter.



POUGHKEEPSIE COLLEGIATE INSTITUTE  
COLLEGE HILL

Rhinebeck, too, had its academy. It was incorporated in 1840 as an educational institution and a suitable building was erected on Livingston Street. The Rhinebeck Academy was the successor of Reverend Samuel Bell's classical school, which had existed for several years. The Academy had a board of trustees, mostly Methodist. Reverend Benjamin Griffin of that denomination, was, in fact, its founder. Reverend Stephen Schyler was the president of the first board of trustees. The academy, from the start was a high class school, and numbered among its pupils the young men and women of the village who were seeking advanced education. "Reverend Bell was its first principal. He was followed by Park, Marcy, Harper, Cavert, Browning, Schmidt, Davenport, Comfort, Powers, Stocking, and others."<sup>51</sup> An efficient corps of teachers assisted them. Some of the prominent students who attended this school included: Garrettson, Teller, Styles, McCarty, Bates, Ostrom, Jennings, Hoff, Schnell, Elmdorf, Kip, Sprague, Drury, Seymore, Smith, Platt, Gillender, Judson, Wagner, Morse, DeWitt, Tremper, Traver, TenBroeck and Ring.<sup>52</sup> It was a popular institution and held high rank in the educational field. In 1860 the property was purchased by Professor James M. DeGarmo and under his able management for many years maintained its high standard. In 1871 he erected a large addition to the old building to accommodate his increasing number of out of town students. "The roll of students of the DeGarmo Institute will compare favorably with any similar school."<sup>53</sup>

In 1841 a survey was made in Poughkeepsie, which revealed that 382 children between the age of five and sixteen did not attend any schools. In 1843, therefore, an act was passed creating a special village board empowered to borrow \$12,000 to build a school, and to raise \$7,000 a year by taxation. The establishment of free schools was bitterly opposed by the Poughkeepsie Journal on the grounds "that which costs nothing is lightly prized." But in the face of this opposition, three free schools were opened in Poughkeepsie in 1843, each accommodating one hundred and fifty pupils.

Until 1843, it must be remembered, there were no

<sup>51</sup> Howard H. Morse, *op. cit.*, 217-18.

<sup>52</sup> *Ibid.*, 217-18.

<sup>53</sup> *Ibid.*, 217-18.

free schools, entirely supported by taxes, in the entire county. The so called "common school" occasionally furnished free tuition to those who could not afford to pay, a plan similar to the pauper schools of Pennsylvania referred to in Chapter One. These common schools were supported partly by private subscription, and partly by taxation. Such schools as the Dutchess County Academy in Poughkeepsie received a share of state money, and were under the supervision of the Regents, but they were not truly public schools. These academies charged a tuition to most pupils, and these charges usually amounted to about four dollars a quarter.

The year 1843 was a year of decision in Poughkeepsie. The village was about to set a pace for the rest of the county. In 1843, Poughkeepsie village was very conscious of education. Within its corporate limits were thirty-two schools, counting all types, and the population had been considering, since the turn of the year, the idea of free schools. A total school enrollment of Poughkeepsie in 1843 was 471.<sup>54</sup>

On April 18, 1843, climactic news came from Albany. The Senate had approved a bill creating a public school district in the village of Poughkeepsie. The total population of Poughkeepsie at this time was 8,158, and many of the people did not approve of this movement. The Poughkeepsie Journal cried out editorially, "The new system will prove a curse instead of a blessing." The opponents of free schools had some satisfaction in the legislative act, since it carried an amendment stating that the villagers themselves must vote to determine the final fate of the proposition.

The voters had one month to think about the idea before the election was to take place. It appears that the bill, as passed by the legislature, authorized loans of up to \$12,000 for the erection of school houses, "to be paid in annual installments of \$500 each, and the levy and collection each year after the first, if not exceeding four times the amount received from the state or for several years of about \$7,000 per year for the support and maintenance of the schools."<sup>55</sup> The editorial continued as follows:

\$7,000 a year besides the interest on the loan made for the erection of a school house and the installments of principal when they came due, will make a handsome addition to

<sup>54</sup> Poughkeepsie New Yorker, (Sunday), April 18, 1843, 3A.

<sup>55</sup> Ibid, 3A.

the burdens of the village, which already is encumbered with a debt of \$35,000 and an annual tax of \$7,000, besides her share in town and county expenses and the state tax of \$600,000.<sup>56</sup>

Those in favor of the bill apparently were driven by the desire to introduce uniformity in the teaching systems and to eliminate other unfavorable factors encountered by an array of schools under no single guidance—not to mention the broadening opportunities for those who wanted to learn but could not afford tuition fees; although some of these schools did admit a few “free pupils” at the expense of public subscription.

Actually in this connection, the forerunner of public schools had been established in Poughkeepsie back in 1795, when the encouragement for schools act became official. But since there were still no “free schools for all the people,” the act of 1843 was important. This act, if passed, could make a complete change in educational ideas in the city, county, and eventually throughout the nation.

The opponents of this free school bill asked supporters, “why hurry?”. The opposition pointed out wording in the bill stating that a public school could not be opened until the following May, “and the act being in other respects imperfect, is it worthwhile to force it into law?”<sup>57</sup> On election day itself the opposition was still protesting the bill. They said:

to lend a helping hand to him who tries to help himself is right; to aid the poor man in procuring an education for his children is right, but to tax the people for the education of the children of men who have sufficient means for the purpose of their own is subversive.<sup>58</sup>

So the matter stood, as the people went to the polls to vote in 1843.

A total of 976 went to the polls that day to vote on the propositions:

The village of Poughkeepsie shall form a permanent school district and there shall be elected twelve commissioners of schools . . . who shall constitute the Board of Education for the village of Poughkeepsie.<sup>59</sup>

Despite the heavy opposition, the law was carried by a majority of 168. A great day in the history of Poughkeepsie, and a great victory for public education!

The first board of education was elected, based on the

<sup>56</sup> Ibid, 3A.

<sup>57</sup> Ibid, 3A.

<sup>58</sup> Ibid, 3A.

<sup>59</sup> Ibid, 3A.



above mentioned rules, on June 13, 1843. Those elected were :

George C. Marshall  
Benjamin Gile  
William P. Gibbons  
Ira Armstrong  
Thomas Austin  
Egbert B. Killey  
Christopher Appleton  
James Reynolds, Jr.  
Barnet Hawkins  
Isaac Platt  
David L. Starr  
Henry Angevine

One week later, the board assembled in the room of the village trustees, and organized the first Board of Education in the city of Poughkeepsie. Mr. Gibbons was elected President, and Mr. Austin was elected clerk.

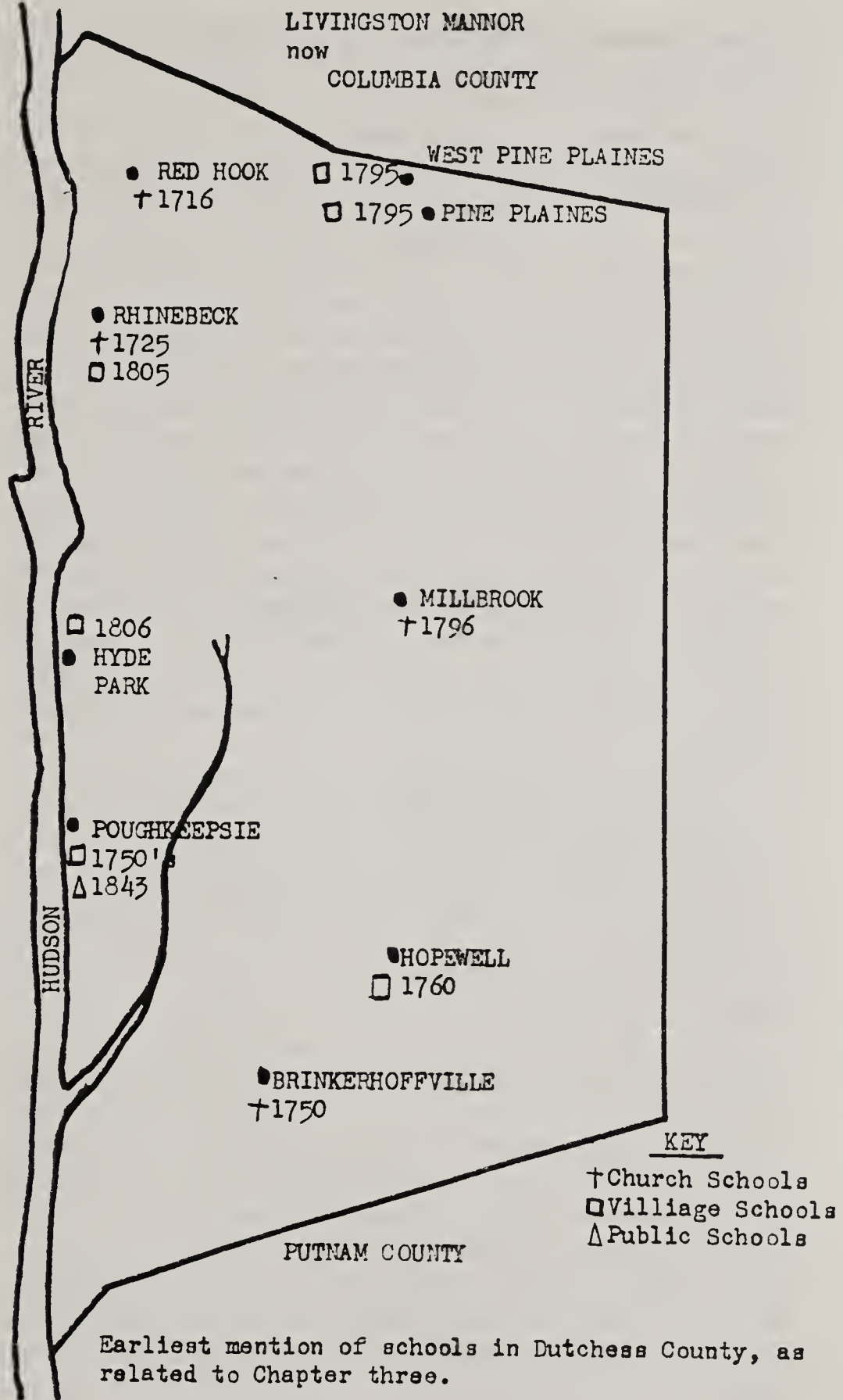
Their duties, in addition to governing the administration of the school system, included a visit to each school at least once a week to render such assistance to the teacher and advice to the pupils as was considered expedient. However, that responsibility was quickly repealed as the Board found it too much of a chore to be assistant teachers along with their personal obligations.

The village corporation in 1843 owned no school building, so the board supplied the need by renting a building, formerly occupied as a theatre in Market Street, for a term of three years and nine months, at eighty dollars a year. A room was also rented in the building located at Clinton and Thompson Streets, on the same terms. They also rented a room in a coach factory at the junction of Mill Street and Dutchess Avenue. Thus, the free public school came to Poughkeepsie. Soon the county followed Poughkeepsie's start and established free schools for all throughout the county. A new era was about to start. Education was finally to become available for all, and on a uniform, tax-paid basis rather than on a tuition paid basis.

We have seen Dutchess County grow from a sparsely populated wilderness to a firmly established part of New York State. The educational system in use in the colonial years of Dutchess was much like that of the other Middle Colonies and the state of New York in particular. Whereas, in the South, schools were generally established on the estates, in Dutchess they were established by the Church for all members of that denomination. Dutchess was different

than New England, too, in that here there were several different church groups represented. These church schools continued until shortly after the Revolution, when there was a gradual breakdown. People wanted to get the schools out from under the influence of the church, an outcome of the Revolution that was established throughout America. However, even though these schools were no longer under church control, they were not free. There was a certain fee or tuition that had to be paid for a student to attend. It was also after the Revolution that several laws and acts were established which were a start towards public education in the modern sense. Dutchess County, and in particular Poughkeepsie, were important in these movements. After the turn of the century, many large academies were formed in parts of the county, and Poughkeepsie became known as the city of schools. Then came the law of 1843, about which there was much controversy in Poughkeepsie. Despite the heavy opposition, the law was passed and free public schools came to Poughkeepsie, and shortly afterward to the rest of the county. This new law of 1843 marked a break from the educational patterns of the past. Although there had been a public school at Clermont in 1791 and other public schools in parts of the state before 1843, it was not until 1849 that public schools were established in all of New York State. Despite the fact that Dutchess County was populated later than many of the surrounding counties, its educational system was more advanced by 1843 than most counties in the state.

The map on the following page shows the earliest schools mentioned in each area as described in this chapter.



CHAPTER FOUR  
POUGHKEEPSIE SETS THE PACE FOR EDUCATION  
IN THE COUNTY

The village of Poughkeepsie laid the foundation for public education in Dutchess County, as we have seen in the last chapter. At the same time private schools and academies continued to prosper and Poughkeepsie maintained the title of "The City of Schools." The public schools had become established in Poughkeepsie and the county as a whole, but we shall see that some time elapsed before they were fully accepted by the population as an integral part of the educational system. In the 1840's, Poughkeepsie was developing rapidly into a good size village, and therefore some attention must be paid to that phase of its growth before we discuss public education in the rest of Dutchess County.

The early prosperity of the town was closely interwoven with its unusually large number of boarding and day schools, ranging from primary through academy grades, with principals and teachers shifting frequently from one to another. An almost bewildering variety of schools existed from early in 1800 until the public school system became so well organized that private schools were scarcely needed.<sup>1</sup>

People have often questioned the title "The City of Schools." Was the title justified?

Let us review the situation as it existed during the nineteenth century and see if there is any justification for this cognomen. There were well over twenty schools and academies in Poughkeepsie in the early 1800's, not including the first public schools. The most important of these are briefly described in the following paragraphs.

On Market Street, near Cannon Street, stood the Dutchess Seminary under the direction of Rev. John Phillips. At the corner of Church Street, where the Armory now stands, was the Christ Church School from 1845 to 1858.

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<sup>1</sup> Thrift Messenger, Vol. XVI, No. 1, March, 1937, 1.

This school was, at first, only for girls, but later accepted both boys and girls. On the opposite corner, where the Amrita Club now stands, was the site of the Poughkeepsie Boarding School for Young Ladies, which was advertised in local papers as early as 1801. This school attained much popularity, and according to newspaper notices, Mr. Sketchley, one of the founders, "died of a broken heart," at the early age of 29, after difficulties in running his school. The second Christ Church School in 1858 was located on the site of the former Tiffany's Garage, on the corner of Market and Pine Streets. This was used until 1884, when the building was leased and later sold to Miss Caroline Silloway for the Quincy School. Where Germania Hall now stands, was the old Lancaster School, which dates back to 1791. About 1859 a free academy was built here, and still later it became public school No. 2. On Academy Street, just off Church Street, was John Leslie's two-room school for boys founded after the Civil War; it later became public school No. 7, now discontinued. Also on Academy Street was Miss Powers' Primary School. At the corner of Academy and Cannon Streets stood a fashionable boarding school for girls run by Miss Thomas. Up on Hooker Avenue stood Putnam Hall, originally opened (as Brooks Institute) by Mr. and Mrs. Edward White, not long after the opening of Vassar College. Just off Hooker Avenue, on Montgomery Street, was Pelham Institute, a boys' day school. Next door was Dr. Bockee's School for Girls. Today the Governor Clinton School is near their location. There was also a boarding school at the northwest corner of Hamilton and Montgomery Streets that catered to Cuban boys. At 145 Montgomery Street was the School of Practical Agriculture and Horticulture, with an annex at 23 Forbus Street. On the corner of Academy and Montgomery Streets stood one of the most important girls' schools in the 1870's and 1880's, the Home Institute. On South Hamilton Street, where St. Mary's School now stands, was Mrs. Mary Herrick's Primary School. At the corner of Mill and Hamilton Streets stood Otis Bisbee's High School for Boys. The Poughkeepsie Female Collegiate Institute was located on the corner of Mill and Catharine Streets. Later, as Cook's Collegiate Institute, it was bought by Dr. Samuel W. Buck and under his guidance it flourished for years as Lyndon Hall. Just north of Garden Street on Mill

Street there was a "dame" school, or as we say now, kindergarten. Also on Garden Street, near Mill Street, was the Poughkeepsie Female Seminary, incorporated in 1834. Miss Lydia Booth's Female Seminary was started about 1835 in the house of Levi McKeon, owner of a large tract of land in present day Garden Street. Later this was taken over by Professor Milo Jewett in a school called Cottage Hill Seminary for Young Ladies. A little way east from the corner of Mansion and North Clinton Streets was the Mansion Square Female Academy. On Mansion Street where the Post Office now stands was a school conducted by Miss Hyde, and on 12 Davies Place was a school conducted by Miss Sarah Woodcock. Other schools in Poughkeepsie at this time included Riverview Military Academy, Eastman Business College, Poughkeepsie Collegiate Institute, and the State and National Law School. These private schools, attracting pupils from all over the country, helped the village to prosper. "The Journal" of September 29, 1841, wrote,

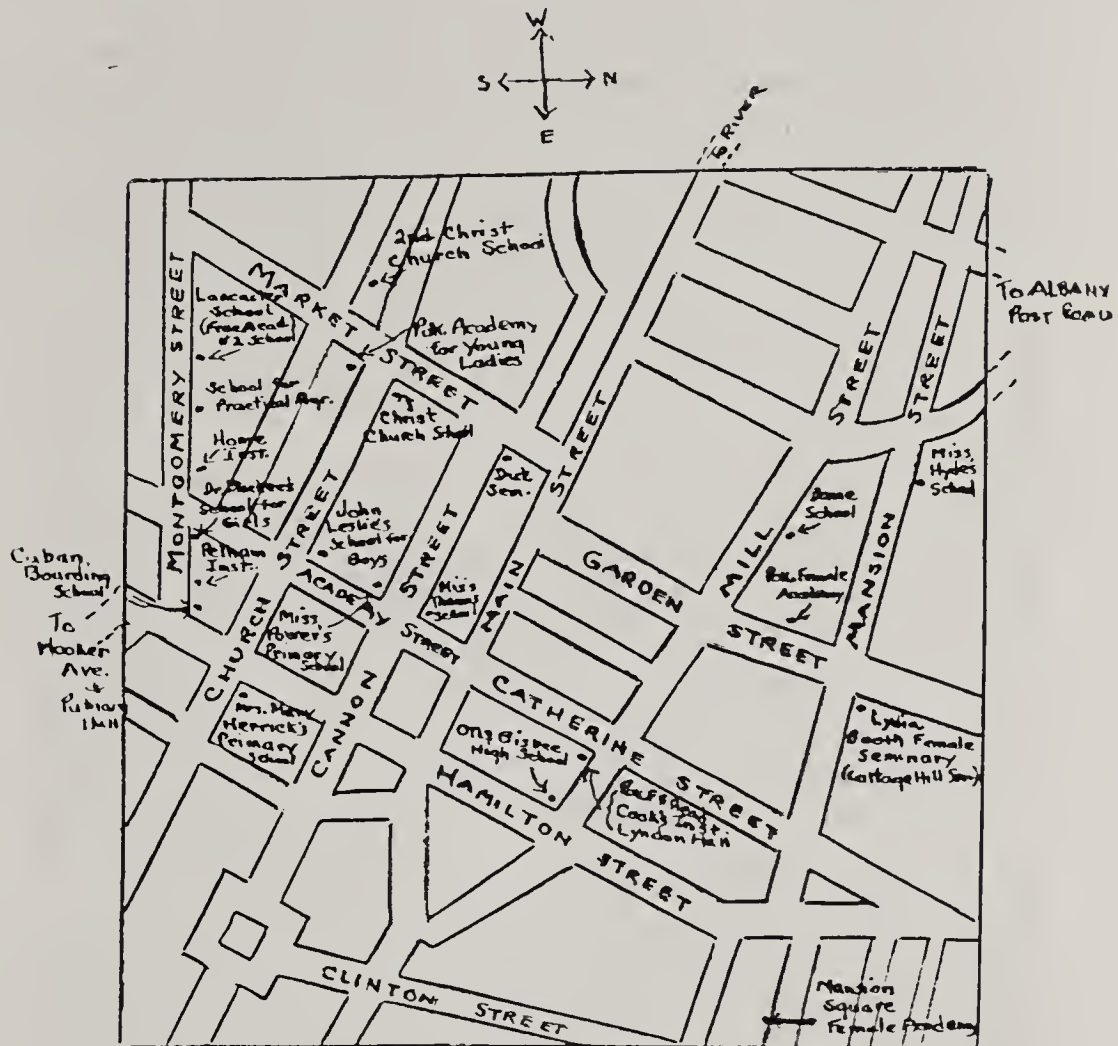
Through boarding schools alone, not less than \$70,000 per year is brought in and distributed among the citizens of Poughkeepsie. To them, more than to anything else may we attribute the fact that Poughkeepsie has suffered less than other places from the depression consequent upon speculation of '36 and '37.

Thus, from obvious reasons, did the little village of Poughkeepsie come to be known as the "City of Schools." See map on page 61.

However, now we must turn our attention once again to that eventful year of 1843. The newly established Board of Education, in July of 1843, purchased a lot at Mill and North Bridge Streets, and on this built a brick building designed as a school of a higher grade. On January 29, 1844, the Board opened a grammar school there with one hundred nineteen qualified students in attendance. That was school No. 1, (see page 72), and there has always been a school structure on this lot, the most recent being the Poughkeepsie Trade School.

The old Lancaster School in Church Street is now occupied by Germania Hall. The Lancaster School property was acquired by the Board of Education and in 1856-57, school No. 2 was established. More facilities were needed, however, and in 1858 the Board appointed a committee to look for another site for a school. The "old school lot" was pur-

chased and on it another brick building, school No. 3, was built. This later came to be known as Christopher Columbus School.



Map of Poughkeepsie showing location of schools in 1800's

The free school system was now firmly established in Poughkeepsie. The village was growing rapidly, and on March 28, 1854, it became a city. The public schools established in this period were basically mechanistic and rudimentary, and included only training in reading, writing, arithmetic, English grammar and spelling. There were no high schools yet established, in the sense we know them today, and there were no vocational or trade schools. The purpose of formal higher education of this period was training of the mind along so-called "classic" lines (Greek, Latin, etc.), and college training was primarily along philosophical and literary lines. However, in this period of 1843 to 1900,

educational opportunities were greatly expanded. A new subject was added to Poughkeepsie's public school system in 1854\*—music—and more new courses were to follow later in the century.

March 14, 1856, a motion was offered at the Board of Education's meeting that the upper floor of the new building in Church Street, school number 2, be devoted to the use of a "high school," for the admission of students of both sexes. The motion, after some discussion, was tabled. Subsequently a high school was established there and continued until 1865 when a resolution was adopted discontinuing the school for one year. At a meeting held June 6, 1866, it was unanimously resolved that "the high school again re-open on the first of September, 1866."\*\*

Meanwhile, to the north in Rhinebeck, school conditions were becoming crowded. The number of children of school age in the district in 1865 had nearly doubled since 1860. At the annual meetings, commencing with 1865, the question of better school accommodations and facilities was raised. This was repeated in 1866 and 1867. Nothing, however, was done except talk. In 1868, Captain Van Wagenen, the president of the Board of Education, and Dr. William Cross, a member and clerk of it, convinced of the necessity for favorable action on the subject of improvements, consulted with several village leaders of the district to find out what was the best thing to do under the circumstances. Parents sending children to school wanted better conditions. Taxpayers were not for this movement, because of the fear of a higher tax rate. A large number who really favored something better than the old school house were, for one reason or another, lukewarm on the issue. From this point, we will let Dr. Cross tell the story.<sup>2</sup>

Prior to the school meeting in 1868, Captain Van Wagenen, discouraged because the prospect for improved school facilities was not favorable, but determined to make a fight to secure what could be had at the coming meeting, suggested that the board obtain legal advice, as to its powers and duties so as to avoid any question of illegality in its proceedings. We decided not to do so. We invited Counsellor Howard H. Morse to attend a meeting of the Board. He came and, hearing our statement, said that we had no

\*George King was the first music instructor in Poughkeepsie schools.

\*\*Based on annual report of Board of Education, 1892-96, City of Poughkeepsie.

<sup>2</sup> As related in Howard H. Morse's *History of Rhinebeck*, 205.



power to employ counsel in the matter. That what was needed was a leader, not a lawyer. The law was plain enough. The first step must be to find out if a majority of the voters of the district favored improved school facilities. If backed by a majority the board could do whatever was necessary. Acting on this advice, we canvassed the district to obtain an expression of opinion. The evening of the meeting found the school room crowded, many standing outside unable to gain admission. William Van Etten was elected trustee. The routine business was transacted. Mr. Morse, to get the matter of "improvements" before the meeting, moved "that the sum of five hundred dollars be raised by tax, and that amount expended by the board on such improvements to the school building as were necessary to make it suitable for school purposes." The motion was seconded and stated by the chairman.

Mr. Morse continues in his History of Rhinebeck to point out the defects and requirements, the intention being to have an amendment to his motion made to increase the amount to \$2,000 . . . A new school house was to be built at a cost of \$8,000. It, in fact, cost about \$9,000, additional sums being appropriated. Plans and specifications were prepared and approved by the Board. The contract for the erection of the building was awarded to Peter M. Fulton, a well known architect and builder residing in the village. He was the lowest bidder on the project. The work progressed rapidly, and on the 22nd day of February, 1870, the spacious new building was dedicated with appropriate ceremonies to the cause of education.

Rhinebeck abandoned in 1860 the Oak Street school, where Richard Bailey, Henry Jennings, and others taught school many years, and the district consolidated with number 5, making a district covering the village. The school property was sold and the building was used for a blacksmith shop. This village school of district number 5 became the most important school in town. For sixty years, very little, if any, change had been made in the school accommodation.

The same little oblong, one-story, two-room structure answered in 1868 the requirements of teachers and pupils as it had for thirty years or more. The teachers, Rowe, Lyman, Snyder, Mink, Cross, DeWitt, Traver, Taylor, Wilbur, VanWagenen, Wells, Brown, and others did as best they could, and they did well, considering what they had to do it with. If there was fault to be found, it was not with the teachers.<sup>3</sup>

By 1869, after much controversy, a Union Free School was erected in the village. This is now the Rhinebeck High School. From the preceding discussion we see that, similar

<sup>3</sup> Howard H. Morse, *op cit.*, 211-12.

to Poughkeepsie, it was a long struggle to get better schools in the county. It was particularly hard to get the idea of free public education for all across to the general public. There were always the taxpayers fearing a higher tax rate, and thus trying to abolish the idea before it ever got started. Nevertheless, by the close of the Civil War, the general population in the county, as well as in the rest of the Nation, was beginning to agree that there was some value in free schools, and that they should become a part of the American educational system. Thus, the period beginning with the close of the Civil War was marked by the advance of public schools, and the gradual decline of private institutions. Throughout the county, state, and Nation, this was the time of transition from Academies to high schools. Feeling the force of this movement, the old Dutchess County Academy closed its doors in 1866. The trustees after the Civil War sold the building and turned the money over to the city Board of Education. With this money a high school and library building were erected at the corner of Washington Street and LaFayette Place, the present School Administration Building. At one time, boys and girls attended classes on the second floor of the then newly built Mulreain Building on Market Street until the new High School was ready, April 1872. Many other academies were also closed in the next ten to twenty years, by 1900 there were few academies or private schools in Dutchess County. It should be pointed out that Poughkeepsie had the beginnings of a high school well before 1865. It was closed in 1865, then reopened again in 1866.

After the Panic of 1873, school budgets were drastically cut and the buildings became increasingly ill suited to their purpose. However, despite the condition of the schools, the idea of free education had become firmly rooted, and the county did not revert back to the private schools after the Panic.

In 1890, Professor DeGarmo, who purchased the old Rhinebeck Academy, moved his institution to Fishkill-on-Hudson, and about 1890 the old building was turned into an Inn.

St. Peter's Church under the Reverend Michael Rior-dan, built a rectory and two parochial schools in the period between 1844 and 1870. In 1875, the parish entered into a

unique arrangement with the town school authorities, known as the Poughkeepsie Plan, whereby a public school system was set up in both city and parochial schools. This was a decided financial gain for both church and town for a time, but was naturally abandoned later with the growth of St. Peter's parish and the enlargement of public school funds.<sup>4</sup>

Poughkeepsie created the office of Superintendent of Schools in 1878.<sup>5</sup> The schools of the city, and apparently throughout the county, were becoming more aware of the child, and they realized that new subjects had to be added to the curriculum. Therefore, art instruction by a special teacher was begun in September, 1883, in the Poughkeepsie School System.<sup>6</sup> The annual report for 1893 states that the position of a writing teacher was established, as a special branch of instruction in 1890. The days of the private village school and the church school were rapidly disappearing. Academies were converting to high schools, such as the Seymore Smith Academy of Pine Plains, which became the Pine Plains Union Free School in 1894. The one-room school house was disappearing from the scene and being replaced by larger schools. Districting was converting scattered districts to a more consolidated area; the schools, as we have seen in Rhinebeck and Pine Plains, were becoming Union Free Schools.

The next few paragraphs describe what a typical school of the 1890's looked like, and as they may be remembered by many citizens of Dutchess County.<sup>7</sup>

The one-room school did not give the children the freedom they have today, yet the vast majority of the children liked to go to school. They attended from nine in the morning to four in the afternoon, and did precisely what they were told to do. The school house was far from beautiful in design, actually it was described as "ugly and ungainly in its high, rectangular architecture, the sternness of its aspect without was quite in harmony with the rules it enforced within." There were two rooms, "the downstairs, or lower school, ministering to children up to ten years, the upstairs, or grammar school, attending to the needs of those from ten

<sup>4</sup> Thrift Messenger, *op. cit.*, 9.

<sup>5</sup> Edward Burgess became first Superintendent of Schools in Poughkeepsie.

<sup>6</sup> Miss Irene Weir was the first art instructor in Poughkeepsie schools.

<sup>7</sup> Based on and quoted from "A Goodly Heritage," by Mary Ellen Chase, 247-59.

to thirteen or fourteen." Grades were unknown in the 1890's, but were recognized and named by letters.

The furnishings of the room bore sturdy witness, not only to municipal poverty, but also to a strict regard for essentials only. With the five or six straight rows of double seats extending from the airtight stove in the rear to the teacher's platform, the long, hard settees for recitations before and below the teacher's desk, a globe, half a dozen somewhat obsolete maps, there was absolutely nothing to charm or to waylay. With the exception of two or three pictures hung on the wall, there was nothing in the way of ornamentation to be found in the class-room. By not having distractions in the room, full concentration upon the subject material could be maintained. The windows in the room were built so high in the walls, that anyone desiring to look out of them, did so at the peril of breaking the rule in regard to position.

The teachers were not well trained, if in some cases trained at all.

Precise and inflexible as was their instruction, which deviated little from the printed page, obsolete and probably unsound as were their methods, they yet performed their task with oneness of mind. They commanded respect toward themselves; they demanded concentration on a given lesson, and they got it. Whether the means they employed were good or ill, at least the end justified them. We learned to sit still and study even though the assignment in question could be satisfactorily discharged by a literal repeating of lines and paragraphs.

They inspired, too, or at least developed, an intense pride in learning and learning well. To fail to "hand in" one's examples, to miss a word in spelling, to be unable to locate Puget Sound or to bound Idaho when such knowledge had been required—these things were held by tacit consent to be deplorable lapses, compensated for only by fresh resolves and seemly tears. To be kept after school was occasion for lowered eyes and flushed cheeks when one's classmates filed out. (Miss Chase claims to have missed but two words in spelling in her seven years at the school. Regardless of the circumstances for missing a word, the remedy for learning them remained the same; a matter of copying fifty times each word on her slate, before being allowed to go home that day.)

The text books in the village school changed as seldom as the teachers.

They were supplied by town funds, never in too flourishing a state, and so long as they held together, it was thought neither wise nor necessary to supersede them with newer, more up to date volumes. If the geography continued to call a piece of western land a territory long after it had become a state, or lacked the division of Dakota into North and South, we remained ignorant of these milestones in progress unless the teachers or parents came to the rescue. If our history concluded its pages, as ours did, with the administration of Rutherford B. Hayes, our teacher was usually able to supply anything of importance which had occurred thereafter.

This unwillingness, or inability, to make frequent

changes in text-books worked out particularly happily, for us at least, in the matter of Readers. So far as I can remember I used the same Reader over a period of many beneficial years. Since reading was the only study in which I was proficient, I was promoted early to the most advanced book and continued blissfully therein until I knew it from cover to cover. Mr. Mark Sullivan, in his interesting and valuable work, "The Turn of the Century," gives unlimited credit to the McGuffey Readers.<sup>8</sup> According to him, the inspiration which gave birth to American statesmen, clergymen, and teachers in the 19th century, should be generously laid at the feet of William McGuffey.

Miss Chase, however, did not use a McGuffey Reader, but rather a Reader compiled by a Mr. Harvey. She used the fifth in a series, and therefore read such things as: Inchcape Rock, and Lord Ullin's Daughter to material like Thanatopsis, Washington's Inaugural Address, and Shakespeare's Trial Scene.

It is difficult to understand, or to state, just how such an advanced and dignified volume ministered to very young children. Surely most of its selections were far beyond our comprehension. Nevertheless, the prescribed reading and memorizing of the prose and verse therein constituted one of the inestimable gifts of the old school.

At the beginning of the term there was always the early rising, the swift performance of one's chores in order that one's coveted seat might be secured, the possible appearance of oneself in a new dress, the exhibiting to one's friends of new pencil-boxes, tablets, and slates. There was an infrequent chance that a prize might be offered 'for the best map of the United States, or for a perfect record in attendance or in spelling.'

<sup>8</sup> The McGuffey Reader is probably the most well known of any Reader used in the schools of America. However, I have not been able to determine if it was used in Dutchess County, at any time in its long history. However, some mention should be made of the McGuffey Reader, and what it contributed to educational history. In the 1800's, books were scarce and inadequate. Those that were in existence were strict on moral and Religious topics, as well as being very dull to read. In 1836, a man became interested in this condition and decided to do something about it. His name was William McGuffey, and his name has been associated with text books ever since, although there have been no McGuffey books printed for half a century. "He taught millions how and what to read and study. He taught generations of American boys and girls the joy of labor—whether manual or mental." He also taught children the joy of play, and particularly fair play and sportsmanship. "He was in fact the father of sportsmanship in the classroom, the workshop, and on the playing field." As a teacher in the common schools, McGuffey became inspired to improve the quality of education in the schools.

"While the elementary lessons of the McGuffey Readers dealt largely with problems of conduct, the more advanced lessons served to introduce the older 'scholars' to the best of the forensic, descriptive, sacred, and poetic literature of the world. The lessons constituted a complete code of ethics, a manual of morals, and manners." Based on *Old Favorites from the McGuffey Readers*, edited by Harvey C. Minnich, 1936; from preface and introduction, VI-VIII.

And if all else failed, there was every day the intense excitement afforded by the spelling classes which occupied the last fifteen minutes of school; the orderly filing forward; the preservation of the straight line by marking with one's toes the predetermined crack in the floor; the calling out and subsequent spelling of the words; the 'going above,' so fraught with anguish for one, with triumph for another; the spectacular 'leaving off at the head' to begin again the next day upon the long ascent; the presentation of merits, in blue or green, red or purple.

From this you get an idea of school life in the late 1800's, the public schools became more and more developed, and offered more and better subject material than the private schools. In 1877 the supervision of public schools was shifted to a school superintendent, whereas in the past, the commissioners were in charge of public education. In Poughkeepsie, in 1899, a new central grammar school was built, and the high school began to prepare students for college.

Educational ideas were changing, and the high school became more important. In the Nation as a whole, prior to 1900, the rate of increase in high schools was greater than that of any decade in the twentieth century.

Date	No. Schools	H. S. Enrollment*	Population of U. S.
1850	11		23,191,876
1860	44		31,443,321
1870	160		38,558,371
1880	800	111,000	50,155,783
1890	2,526	203,000	62,947,714

This is in comparison to the following figures for Dutchess County:

1850	**	**A	
1860			64,941
1870			74,041
1880			79,184
1890			77,879***

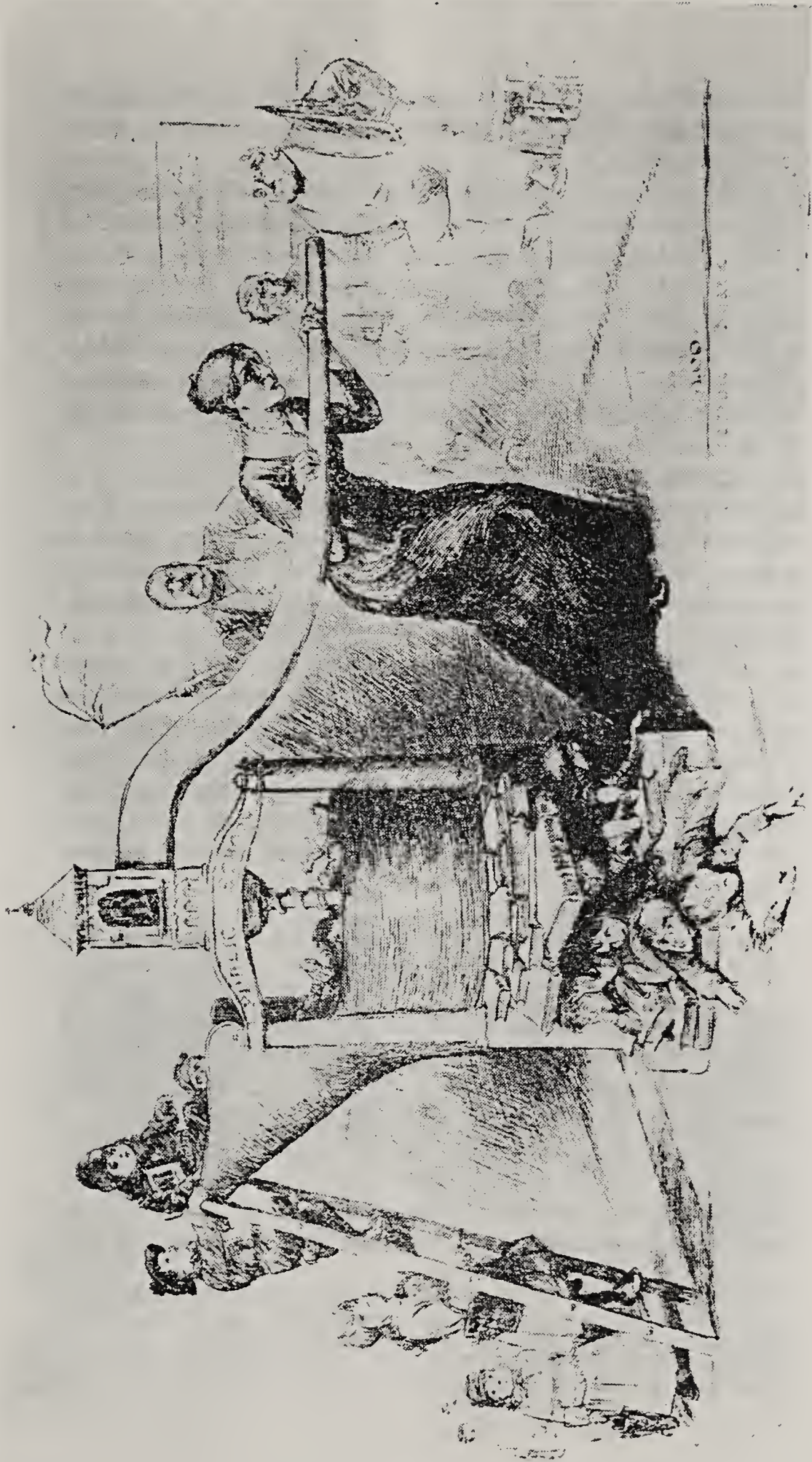
In the decade after the close of the Civil War, which

\*High school enrollment for 1850-1870 was not able to be determined by the author. Last two figures given are approximate.

\*\*Although a thorough search was made in the State Library in Albany and The State Education Department, no figures are available for this period. However, it seems probable that the high schools of Dutchess County increased at a very rapid rate in this period, and by comparison the county kept up with the national rate.

\*\*A—Word was received from Albany on May 28, 1957, that a thorough search was made of the State Library and the State Education Department and no figures are available for this period.

\*\*\*The county population dropped in this period, but the author could find no noticeable reason for this trend. However, by 1900 the population was 81,670.



**"KNOWLEDGE IS POWER"**  
Very true, gentlemen, and so is good health

was the period of the famous Kalamazoo Case,<sup>9</sup> the national increase was 500 per cent, with enrollment doubling about every ten years.<sup>10</sup>

It was also towards the end of the nineteenth century that a new concept for education was forming. Illustrative of this changing educational philosophy was the work of John Dewey. In 1896, Dewey started his experimental school at the University of Chicago. His philosophy briefly is that education is growth resulting from experience, which is basically the beginning of the modern so-called progressive movement. Before 1900, Dewey pointed out the shortcomings of the "sitting and listening school."

In other words it was becoming necessary for the child to get more than just a basic elementary education. New subjects were being offered in both the elementary and secondary schools to help broaden the child's experience; this was particularly true in the area of secondary education. More will be said of Dewey in the next chapter.

A difference between the academy and the high school was the fact that the academy's purpose was to prepare a select group of boys and a few girls for both college and life activities, a different philosophy than that of the public high schools. This may account for much of the rapid rise in the late 1800's of the high school. However, there were those who still did not believe in public high schools, as seen in the report of The Committee of Ten in 1894:

The high school should be planned for that small proportion of all the children in the country—a proportion small in number, but very important to the welfare of the nation—who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long in school.<sup>11</sup>

This indicates that even with the rapid development of public high schools and the results of the Kalamazoo Case, high schools were not fully accepted by all the population.

In this chapter we have seen the county grow up educationally. The once popular boarding and private schools rapidly declined near the 1900's, as the idea of public schools became firmly established in the minds of the people of the

<sup>9</sup> See Chapter 1, 11. Briefly the Kalamazoo Case upheld the right to tax for secondary schools, and thus was established the legal movement for public supported high schools.

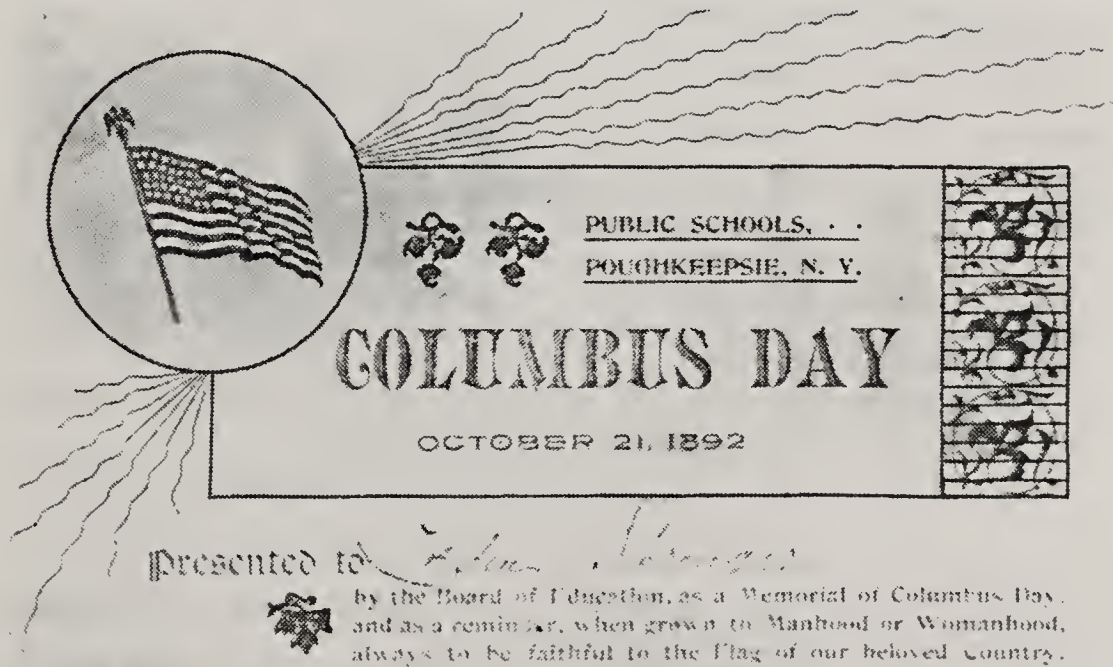
<sup>10</sup> Based on facts and figures from Chris A. DeYoung, *op. cit.*, 196.

<sup>11</sup> Report of the Committee of Ten, 51.



county. New subject material was being included in the curriculum of the county schools, and a different approach to learning was being carried on. Though it is true, that the private schools had their place and were of a great value to the county, the time had now come when they could not offer anything similar to the public schools. It was also in this period, 1843-1900, that the high school came into its own, and thus went another institution, the academy. Some academies, as we have seen, easily converted into a high school, while others simply closed their doors, as new buildings were built specifically for high school purposes.

Also in this period teacher education became established, and although it had not yet reached a height of popularity that it would enjoy in the 1900's, men and women were getting some training in the fine art of teaching. We saw the struggles of the people versus the taxpayers in attempts to acquire better schools and school conditions. Even though little money was spent on such things as books, school equipment, and repairs to buildings, the public school idea and the spirit behind it stayed alive through the Civil War and the Panic of 1873, and actually as an outcome of these historic events, the public school movement grew stronger. In 1877 we saw the supervision of public schools in the county shift from the school commissioners to the School Superintendent.



One thing not mentioned before, the different method of celebrating certain holidays. Today, for example, Columbus Day is celebrated with a simple mention of the deeds of Christopher Columbus or in some cases, with a school holiday. In the 1890's, Columbus Day was honored by the presentation to each child with a card given by the Board of Education, which had the child's name written on it, plus the date, and the day being honored.

During this period, the county as a whole seems to be just about the same as the rest of the state and nation. No unusual precedents were established in the city or county. Some of the noteworthy accomplishments of this period included compulsory school attendance laws, increased curriculum, and it should be pointed out that the time spent in school was increased in this period. We have seen that the problems shifted from the individual to the community. Therefore the education of the child was now a community problem, rather than being left to the individual, who many times could not afford to send a child to school. The county, educationally, grew up in this period—a new century of county education had begun!

The former plan of calling Poughkeepsie schools by number was conveniently brief but very confusing. Under Superintendent Ward C. Moon each of Poughkeepsie schools was given a name. Below is a list of the old schools, formerly numbered, now named:

No. 1 School: Space rented in 1844 in the building, corner of North Clinton and Thompson Streets, formerly the first Dutchess County Academy building and moved to this location in 1837.

A two-room frame building corner of Bridge and Mill Streets—the first school erected by the town; used in the beginning as a grammar school for boys.

The brick structure erected in 1906 on the same location. This is now called ABRAHAM LINCOLN SCHOOL.

No. 2 School: Space rented in 1844 in the theater building, Market Street near Jay (now William Street).

The building erected in 1856 or 57 for the Lancaster School, 197 Church Street, now Germania Hall.

The school at 100 Pine Street, erected in 1911; now called EDWARD ELSWORTH SCHOOL.

No. 3. School: Space rented in a coach factory, corner of Mill Street and Dutchess Avenue.

The brick building erected 1858 on lower Church Street,

later named CHRISTOPHER COLUMBUS SCHOOL.  
(The present COLUMBUS SCHOOL was built in 1929  
at 14 South Perry Street.)

No. 4 School: Still standing on the east side of Bayeaux Street, now  
North Perry Street.

The Lafayette Place Annex added for grammar school  
use to the old High School Building, (now SCHOOL  
ADMINISTRATION BUILDING) corner of Washing-  
ton Street and Lafayette Place. The addition was used  
for awhile as a Freshman High School Annex.

No. 5 School: Built at 30 North Clinton Street, in 1860; later named  
MORSE SCHOOL. Later was used as a High School  
Freshman Annex.

Hoffman Street Chapel; also used as a grade school  
during the week.

(The present S. F. B. MORSE SCHOOL was erected in  
1928 at 105 Mansion Street.)

No. 6 School: An older name for LIVINGSTON SCHOOL, built in  
1901 on Lincoln Avenue; later used as the TRADE  
SCHOOL.

No. 7 School: Occupying for a time Leslie's brick school building, 50  
Academy Street; now a private home.

WILLIAM W. SMITH SCHOOL, erected 1912 at 400  
Church Street, was at times called No. 7 school.

No. 8 School: Built in 1875; at 150 Cannon Street. Later used as  
CONTINUATION SCHOOL.

(GOVERNOR GEORGE CLINTON SCHOOL, built in  
1925 at 104 Montgomery Street, to replace the old No.  
8 school).

No. 9 School: Building at 17 South Hamilton Street, later (for a  
period of time) used as ST. MARY'S PAROCHIAL  
SCHOOL; also has been a shoe factory.

The building at 50 Delafield Street erected in 1906, and  
enlarged in 1922; now called BENJAMIN FRANKLIN  
SCHOOL.

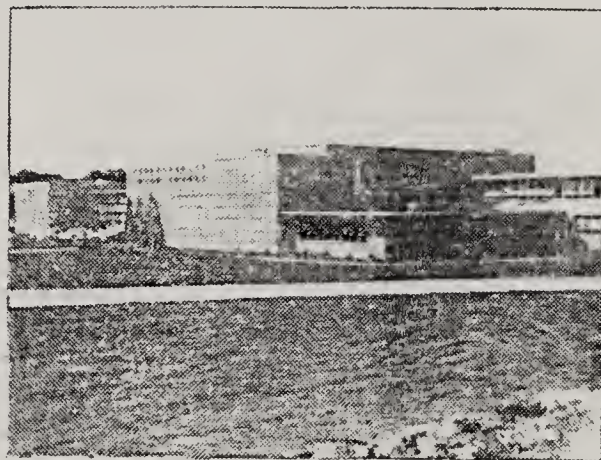
No. 10 School: The former Warring Military Academy building,  
Smith and Mansion Streets.

The modern CHARLES B. WARRING SCHOOL was  
erected in 1918, on this same location, enlarged in 1922  
and again in 1928.

GEORGE W. KRIEGER SCHOOL, at 265 Hooker Avenue, was built in  
1929 by the City of Poughkeepsie in the new Eighth  
Ward, to replace the temporary SOUTHEAST AVE-  
NUE SCHOOL, used from 1924-1929. This school oc-  
cupied a large house on the Driving Park property,  
Hooker Avenue, then District No. 7, Town of Pough-  
keepsie.



POUGHKEEPSIE HIGH SCHOOL



## CHAPTER FIVE

### THE TWENTIETH CENTURY

As we start the twentieth century, we find many high schools developing, and the public school system being firmly, but slowly, established. The conditions of the public school system at this time were not in any way similar to the present day standards. This is pointed out in the following excerpt from the first annual report of J. L. Williams, president of the newly appointed board of education, December 31, 1900.

—Gentlemen: As you are aware, this board was organized May 16, 1900, under provisions of Chapter 659 of the laws of 1900.

—The responsibility and duties charged upon it were and still are grave, important, and serious. These duties have been assumed and met, it is fair to say with full appreciation of this truth.

You found a condition which has existed for forty years, during which time our school facilities had not materially improved, but have been permitted to fall into a deplorable condition. Contrary to the law and policy of the State, six of our schools were maintained in rented buildings.

Most of these, as well as buildings owned by the city were without systems of ventilation with little or no provisions for heating except by coal stoves, with an almost entire absence of proper provisions for hanging children's wraps, with dangerous and unsanitary closets, or those maintained in the school yards, together with school rooms with narrow aisles and dangerous outside stairways as well as many other serious defects.

Further reading of this report indicated that immediate steps were taken to remedy many of these conditions. It was with this start that the twentieth century began in Poughkeepsie and with similar conditions in the rest of the county.

It was in 1901, that the union free school built in 1869 in Rhinebeck was enlarged and became the Rhinebeck High School. In this period the Rhinecliff School was the second largest in the Town of Rhinebeck.

A new Union Free School at Dover Plains was established March 19, 1908. The building was estimated to cost about \$10,000 and the land, purchased from Mr. Hanna and Mr. Wing, about \$12,000, with \$1,500 voted for furnishings.

Arlington School district was also becoming established in this early period. Actually the Pleasant Valley School was built in 1830, and torn down in 1904. This building was then replaced by a modern four-room school. Also a forerunner of the Arlington district was the College Avenue School built in 1857 and which later had several additions before being converted to other uses. The Davis Avenue School was built in 1903. At this time, these were not called Arlington Schools, but they are in the territory that later became the Arlington District. Another early school in this area was the Gretna School.<sup>1</sup>

By 1918, Dewey and his progressive school were becoming firmly established. The idea of letting the child learn by wanting to learn was becoming the rule and not the exception. Most teachers that graduated from teachers' colleges were influential in this movement. To get a vivid idea of what this new concept was like, the following quotation is offered from an introduction to a text-book used in the schools of the City of Poughkeepsie in 1915:<sup>2</sup>

The Socialized Recitation is the outcome of practical experiments to create an atmosphere of activity and responsibility for the child in the classroom. The spirit of democracy is the spirit of individual efficiency and self-control. The schoolroom of the past has emphasized discipline and control from the standpoint of the teacher. The Socialized Recitation emphasizes self-control and activity through experiences created in the classroom for the purpose of training the child by means of his cooperation with others engaged in some essential and profitable work.

This book went on to describe that the child now uses subject matter as a means of expression for his own ideas. The child becomes the important issue under this form of education. Facts of books are used to create experiences "for mental, moral and social training." The new method was to make the school room "real, life-like and natural." This new method often eliminated drill, but the child supposedly learned the same material in this newer method. The child was "a member of a working community which adopts the principles of character and of good citizenship as the standard of living and working." The teacher is not the

<sup>1</sup> This was referred to as one of the earliest schools, but no date was given.

<sup>2</sup> William T. Whitney, *The Socialized Recitation*, 1915, IX of introduction.

voice of authority, but is important as a planner and guide. She is not as active in direct classroom relationships. This new method did not neglect in any way the formal or fundamental principles of good teaching, but rather "employs them to far better advantages and does away with the *Academized Recitation* conducted by the teacher to the exclusion of the pupil and his participation in the work." This is basically the trend John Dewey was establishing throughout the nation at this time. It must be remembered that the Progressive Education Association was started in 1918. With this in mind, it seems that Poughkeepsie was becoming very broad minded in its educational program in 1915 by the use of the above program.

Educational authorities in Poughkeepsie realized very early that the education of children was much more than a training of the mind through mental discipline. Manual training and construction work for boys and sewing for girls was offered in 1903, but no general elementary manual training courses with special teachers and equipment were offered until 1920. Physical education was incorporated into the curriculum in 1907, and summer play grounds were made available.

It was in the early twentieth century that many of the one-room schools were becoming part of the union free schools of the county. This was a trend similar to happenings in the rest of the state and nation, the gradual break down of the one-room school. There were many reasons for this, among them the advanced forms of transportation. It was now no longer necessary to walk to school or take a horse and carriage; the school bus and motor car were coming into general popularity. A large school with many teachers could offer many more advantages than could a small one-room school. This too, accounts for the decline of the one-room school. Also, the general taxpayer would prefer to pay the often smaller taxes for a large union free school than to have to support many small schools scattered throughout the town. However, it was basically the educational opportunities that were offered in a larger school that finally forced many of the old one-room school houses to close. Generally a one-room school did not offer such things as physical education, art, music, drama, vocational opportunities, or

even a teacher specialized in such fields as writing, such as we have seen established in the large schools of Poughkeepsie.

Arlington Union Free School District, No. 7 (now centralized) was formed in 1920 by the incorporation of such schools as the Pleasant Valley School, Gothic School, Washington Hollow School, Sunnyside School, Gretna and Davis Avenue Schools. The first school acquired was the Davis Avenue School and this was used until 1930. In 1924 the Raymond Avenue School was built and opened as a high school and later was both high school and grade school. The Davis Avenue School was also used as a kindergarten until it was closed in 1930.

The report of Ward C. Moon of the City of Poughkeepsie in 1929 states, "The past twenty years probably have marked more changes and greater advances in the field of education than any previous period of twice its length." Mr. Moon was speaking of the City of Poughkeepsie, but what he said could very easily be applied to all of Dutchess County. Vocational education in Poughkeepsie was begun in 1927, when a two-year course in machine shop practice was established at the Cannon Street School. A number of libraries for schools were opened in 1930, and have since become an integral part of the educational system.

It is interesting to note that when Arlington was established in 1920 only one year of high school was offered. In 1922 the course was expanded to two years, and in 1924 the district offered three years of high school work.

Arlington High School was granted a charter as a six-year high school in 1926, and its first commencement was held that year with nine pupils graduating.

In 1933 the present Arlington High School was built, and it was opened in 1934. At this time the Raymond Avenue School became a grade school. As part of the PWA project, the wings were built on the Raymond Avenue School in 1938. In 1933 the Pleasant Valley School became the modern school it is today, with an addition built in 1938. It was also in 1938-39 that the Auditorium and an addition was built on the present Arlington High School.

Public school developments in Dutchess during the 30's featured the formation of consolidated and centralized school districts. It has been said that President Franklin D.



Roosevelt had more to do with this trend than any one individual resident of the county. He was deeply interested in county activities, particularly education, and took an active part, despite all his duties in Washington. President Roosevelt, it must be remembered, was responsible for the Public Works Administration which had projects in all parts of the country, and which produced Federal Government financial grants-in-aid to the construction of school and other public buildings. Franklin D. Roosevelt spent much time in Hyde Park and neighboring townships discussing plans for new schools; central schools for Dutchess County. It could be said that he was the "architect" of these schools, and other buildings, many of which are constructed of the native field stone. This was done to maintain the rich folklore of the Old Dutch houses of Dutchess County.

Because President Roosevelt had such an interest in the county's educational development, he had the honor of dedicating the three field stone schools of the Hyde Park Central School District, October 5, 1940. The Public Works Administration had supplied forty-five per cent of the funds for the \$1,300,000 project. The three schools were the Franklin D. Roosevelt High School in East Park, the Violet Avenue Elementary School, and the smaller grade school in Hyde Park village, known as the Hyde Park School.

One of the murals in the Hyde Park Post Office depicts President Roosevelt discussing plans for the Roosevelt High School. The land for the Roosevelt High School was purchased from Benjamin Haviland, a farmer and old friend of the President.

In his dedication speech, made on a platform in front of the junior-senior high school named in his honor, President Roosevelt declared that, "In building for the well being of America, we have built for the defense of America as well."<sup>3</sup>

President Roosevelt went on to say:

These schools symbolize two modern government functions, the perpetuation of the right of the free, universal education, and the continuing responsibility to see that no one should starve who was willing to work but was unable to find work.

President Roosevelt also reminded the listeners that the town of Hyde Park could claim "a kind of sponsorship of

<sup>3</sup> Louise H. Zimm, *Southeastern New York*, Vol. 1, 1946, 403.

school education in New York." For it was in Hyde Park, he said, "nearly a century and a half ago," that Governor Morgan Lewis, who lived on one of the river estates, "was chiefly responsible for the starting of the Union Free School system for the children of the State of New York.\*

The President also went on to remind the listeners that his father, James Roosevelt, had served on the school board of the Hyde Park village. As a boy, the President used to hold his father's horse while the school trustees attended meetings in the old school house. Back in about 1870, he said, his father had helped "with great pride to build the red brick schoolhouse."

He also paid a tribute to the taxpayers of the towns of Hyde Park, Poughkeepsie, Pleasant Valley, and Clinton for having backed the school centralization movement and made the construction of new schools, "rather than a repair job," possible.

The new high schools were all provided with adequate acreage for sports, and games and recreation of all kinds.

These new schools symbolize two modern government functions in America, each of which is proving itself more and more vital to the continuance of our democracy. One of them is an old function based on the ideal and the understanding of our Founding Fathers that true, democratic government cannot long endure in the midst of widespread ignorance.

They recognized that the democratic government would call for the intelligent participation of all its people, as enlightened citizens—citizens equipped with what we used to call "a schooling." From that time to our time, it has always been recognized as a responsibility of our government that every child have the right to a free and liberal education. These buildings can well be dedicated to that function—the American institution of universal education.

During the same period when the new schools were being built in the Hyde Park Central School District, another combination elementary and high school was being provided for the larger Wappingers Central School District in southern Dutchess. One of the largest central districts in the State, Wappingers District, like Hyde Park, has a large modern school building, which cost close to \$1,000,000. This building was also constructed under the forty-five per cent grant of Public Works Administration funds, the district taxpayers assuming the balance of the capital cost.

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\* for details see page 19, 1805 act for encouragement of "Common Schools."

Other new school construction financed in part by the Public Works Administration and during the same period were the Red Hook Central School District building, and the addition previously mentioned at Arlington.

In the field of centralization, Pine Plains was the pioneer; with Wappingers Falls and Hyde Park being among the other early pioneers in Dutchess County in this new idea of school districting.

Rhinebeck was too late to take advantage of the Federal Government aid for school construction projects. The district had for some years, because of a fire which destroyed one of its village schools, used a makeshift facility for the school. This situation was remedied soon after the Second World War.

The City of Poughkeepsie also failed to take advantage of Public Works Administration grants in aid for school construction. The real estate taxpayers of the city decide whether bonds shall be issued for school building purposes, and two proposed Public Works Administration-aided high school building projects were defeated in taxpayers' elections at Poughkeepsie.

Although through the period from the twenties to the early forties Poughkeepsie did not make an effort to build a new high school, there were various improvements made in many of the elementary schools. Some of these improvements included additions to the Franklin, William W. Smith, and Warring Schools in 1921; two new schools were built, the Governor Clinton School which opened in September, 1925, and, under a bond issue in 1927, the Samuel F. B. Morse, Christopher Columbus School, and the Warring School were again enlarged. Construction of the George W. Krieger School in the Eighth Ward was authorized in October, 1928, after the territory of that ward had been annexed from the town of Poughkeepsie. It might be pointed out here that in Poughkeepsie in 1936, comprehensive courses of study in safety education were included in the curriculum for grades 1-12.

The population of Dutchess County had been growing at a steady rate up to 1940. From 1940 to the present the population has increased very rapidly, and some account of this should be mentioned here, as this trend has been re-

flected in educational conditions as they exist now. Up to about 1887, Dutchess County was primarily agricultural. Therefore there was literally nothing to bring in large numbers of people, and what population there was here, was scattered throughout the county. Until the middle of the eighteenth century the county's growth was slow. For example, in 1714 there was a total population of 445 and by 1749 there were only 7,912 inhabitants recorded. However, between 1749 and 1756, the total number of residents nearly doubled, the total in 1756 was 14,148, by 1771 the population was 22,404 and by 1840, 52,398. By 1900 there were 81,661 and in 1940 the total population was 120,542.

However, events of the 19th century changed the county from agricultural to industrial. Of prime importance in this period was the development of railroads. The county also had excellent streams and of course the Hudson River to help promote industry. In 1883, "Spafford's Gazetteer" described Dutchess as "one of the most opulent farming counties in the state." The same report also indicates that Dutchess was already playing an important part in industry. After 1900 industrial growth was rapid in the county but on April 1, 1941, an event took place that was to change the whole economic life of the county and which was also, later, to have important effects on the educational facilities in the county.

This event was the establishment of a factory—originally known as the Munitions Manufacturing Company, a subsidiary of International Business Machines, which later became known simply as IBM. The firm purchased the old factory of the former R. U. Delapenha and Company, fruit preserve specialists, on Rudco Road, just off the Albany Post Road, south of Poughkeepsie. During the war years this plant employed approximately 2,000 persons, and its post-war increase has had a tremendous effect on the total population and way of life in all of Dutchess County. The plant now employs approximately 9,000 persons. The original plant occupies some 215 acres of land and in June, 1942, an additional 123 acres were purchased for the IBM Country Club. At present the IBM Corporation has expanded immensely from the original buildings of 1941 on the South Road property, plus huge research laboratories in Spackenkill Road,

and offices and warehouses scattered throughout Poughkeepsie and area. Naturally with a plant employing so many people, personnel had to be brought in from other places to fill the need, and a plant of the nature of IBM had to have engineers and other specialized help, which brought many highly educated people to settle in the county. These people have made their effect felt in the local schools, particularly those immediately surrounding the plant, namely Hyde Park, Arlington, Wappingers Falls, and Spackenkill School Districts. For the sake of simplicity, each school district will be referred to singly, and the comparison of pre-IBM and post-IBM days given. Most of the information in these comparisons came from personal interviews as related in the appropriate footnotes.

#### ARLINGTON CENTRAL SCHOOL DISTRICT, No. 7:<sup>4</sup>

As we have previously seen, Arlington was established in 1920, and until 1951 was known as Arlington Union Free School, District No. 7. The population of students attending this school system gradually grew until after the war years, when there was a sharp increase. In 1947 there were 1,605 students attending, in 1957, the total had increased to 3,380. To help meet this increase Arlington has built new schools and made an addition to the high school building built in 1937.

In 1951 Arlington Schools became centralized. Until this time, Beekman, LaGrange, and other outlying districts were not included as part of the Arlington School System, but the children of these areas were attending Arlington Schools. However, because of this, Arlington Schools were becoming rapidly overcrowded, which gave the school district only two alternatives: (1) Not to allow students from these outlying areas to attend Arlington Schools, or (2) have these areas permanently join with Arlington and become centralized. This would mean increased State Aid; it would also give the students in these areas a definite school to attend, and guarantee future children a permanent school. This, in other words, would eliminate the threat that they would suddenly be stopped from attending Arlington Schools. In 1950 a commission studied the possibilities of

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<sup>4</sup> The information for Arlington is based on a personal interview with Superintendent of Schools Harold C. Storm, 1957.

centralization and on June 30, 1951, it became effective. The vote was approximately 800 for, with only about 100 against centralization. One and three-fourths million dollars was appropriated for school buses, a bus garage, and the newly constructed LaGrange School. Presently, the Arlington School District has twenty-eight buses in operation. This 1¾ million dollar expenditure was passed by a vote of 12 to 1. In 1956 an additional one and one-half million dollars was asked for construction of new schools, (Beekman, Overlook, and an addition to the Pleasant Valley School.) This, too, was passed by a considerable margin, 17 to 1. This gives the appearance that the people of the Arlington District are all for centralization, and there are many districts outside the area covered presently by Arlington who want to join the Arlington Central School System.

In regard to a question asked Mr. Harold C. Storm, Superintendent of Schools for the Arlington District, concerning the important trends at Arlington and their reason, he replied:

The noticeable trend at Arlington in the post war era is that more and more students are going to college, although there does not seem to be any link between this trend and IBM. There are three reasons for the increased college enrollment:

1. The parents are able to afford a better education for their children. This can be traced to some extent to the effects of IBM in the community.

2. There is much more desire in business and industry for college trained personnel.

3. High school is offering more courses, which makes it easier for students to enter college. They are getting a better background.

Mr. Storm went on to point out that Arlington now has a four-year mathematics program, and other advanced courses. By the increase in student body, Arlington is able to offer a more varied curriculum, to help meet the needs of the children. New courses are continually being added, not only for college preparation, but also for business and industry. Again Mr. Storm did not think these new courses were being added primarily because of any influence of IBM. Actually the only effect Mr. Storm felt he could trace to IBM was the great increase in population in the past ten years. He did, however, admit there were many highly-trained parents in the research laboratory and that naturally the children of some of these families were in-

cluded in Arlington's student body, but that they did not directly influence the school program. In regards to the quality going to college from the Arlington School, Mr. Storm pointed out that of the forty scholarships given in the county in 1956, Arlington students received fourteen of them.

For the students going into industry, Arlington now has a fully equipped wood shop, metal shop, electric shop, which also includes their own fully licensed radio station and a printing shop, as well as a department for those interested in ceramics. A student can also learn auto repairing at Arlington.

All the new schools built in the Arlington District are of the modern one-story type, and although these new buildings are a help to the current overcrowding, there will soon have to be more schools built. The present first grade is nearly double the twelfth grade, and each year the enrollment shows a marked increase over the previous year. From this we can see that Arlington, like all districts surrounding IBM, is having trouble keeping up with new schools.

Plans are now under way for a new high school to be built in the Arlington District by 1960. The present Junior-Senior High School, located on Dutchess Turnpike, will be converted to a Junior High School with only a few minor interior changes to be made. Plans are also under way to enlarge the Raymond Avenue School.

#### WAPPINGERS FALLS CENTRAL SCHOOL DISTRICT<sup>5</sup>

Wappingers was one of the earliest schools to centralize in Dutchess County. Before centralization, the village and town of Wappingers had practically no school facilities of a modern type. In 1938, Wappingers Falls had a population of 3,500. The village was a small mill town. The parents of the children in school were mostly foreign born, and the subjects taught in school were commercial and vocational in nature, for the most part. It took considerable effort to get the people of Wappingers Falls to realize the value of a centralized school, but the final vote was 1,259 for and only 819 against centralization. In September, 1940, the new central school was ready for occupancy.

The building program established by the local and state educational authorities was based on an anticipated enroll-

<sup>5</sup> The information concerning Wappingers was based on an interview with Superintendent of Schools E. Joseph Kegan, 1957.

ment of 35 pupils in the kindergarten; 525 in grades 1 to 6; 200 in the seventh and eighth grades, and 500 in the ninth to twelfth grades, or a total of about 1,260. The actual enrollment in September, 1940, proved to be 1,200.<sup>6</sup>

The new school was built on a 33-acre site just south of the village, and the building which was constructed housed the entire student body, elementary and secondary, all under one roof. At the time of opening it was the most modern school in the Hudson Valley, and the pride of Dutchess County.

In comparison to the 1,200 students of 1940, the 1957 enrollment is 3,652. Today, after the influence of IBM has been felt in the community, the vocational and commercial courses have been changed, and now students are primarily taking college courses. Approximately 75% of the student body at Wappingers are taking college entry courses. The intelligence level of the children has been raised, with the average now about 112.

At present the school system is using the 6-6 (6-2-4) type of system. In other words, a six-year elementary school and a six-year junior-senior high school, (2-4). However, plans are under way for the 6-3-3 type and it appears now that this system will be in operation by 1961. Wappingers plans to build a new high school in the near future, and use the present school building just for the junior high school. Because of the increase in population in recent years, four new elementary schools have been built for Wappingers Falls, namely—Fishkill, Fishkill Plains, Vassar Road, (the newest addition to the system) and the James S. Evans School. The greatest problem facing Wappingers now seems to be the expected enrollment. By 1961 it is estimated there will be 6,952 compared with the present total of 3,625.

Wappingers Central School System covers 100 square miles, and is served by 25 buses operating on the dual system. High school children are picked up first, then the elementary children on the second run.

In regards to the question concerning noticeable trends or effects created by IBM, Mr. Kegan made the comments about the increased population and the change of curriculum

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<sup>6</sup> The Nation's Schools, "Dutchess County Centralizes." Raymond L. Collins, August 1941, 22-24.



and courses offered at Wappingers plus the higher IQ rating of the over-all student body.

This, we can see, is similar to the conditions of Arlington and Hyde Park, although at Wappingers, it seems there was more change in curriculum because of IBM than was noticed at Arlington.

#### POUGHKEEPSIE PUBLIC SCHOOL SYSTEM<sup>7</sup>

Poughkeepsie, of course, being a city, does not face the problems of centralization that the outlying areas have. Also there is not the general tendency toward increased population, which is occurring in the suburbs. The student enrollment in 1946 was 5,140 and by 1956 it had increased to 5,239. The new high school, now the most modern in the county, was opened in September, 1956. All programs associated with the high school have now been transferred to the new high school building, located on Forbus Street, thus eliminating the need of special vocational schools and other separate training areas formerly in existence.

Mr. Key could not say that there was any change or unusual condition established in the city by the growth of IBM. The trends he did note are the following: (1) The rate of drop-out is much less than in the past. (2) The children are of a higher intelligence level than pre-war children. (3) There has been an increase in the vocational program at Poughkeepsie's schools. This trend started in night school, and worked its way down to the high school level. This is partly due to the many factories in and around the city, and the recognized worth of the factory worker. Also many factories have donated equipment to the school, so that the students now get practical experience on actual modern machinery and equipment. There is also a new program established at the high school which provides part time training in one of the local factories. This gives the student practical experience under actual working conditions. It might be pointed out that the new high school has an improved audio-visual program, another of the modern trends to make class work interesting.

One of the newest courses offered at Poughkeepsie

<sup>7</sup> Information for the Poughkeepsie Schools was based on an interview held with Mr. George W. Key, principal of the 7th and 8th Grades Center, 1957, and author's research.

INTERIOR OF POUGHKEEPSIE HIGH SCHOOL - 1957



LIBRARY



INDUSTRIAL ARTS



SENIOR CHEMICAL LABORATORY

High School is beauty culture, which is already in great demand by the students. Mr. Key did note that IBM is interested in education, and they want the best for their children. Many students attending high school now in Poughkeepsie are interested in going to college.

The City of Poughkeepsie now has eight elementary schools, kindergarten through eighth grade, and two high schools, the new Poughkeepsie High School on Forbus Street, and the recently opened Our Lady of Lourdes High School, which is located in the former Poughkeepsie High School building on North Hamilton Street. Extensive renovations were made to this building, which opened in September of 1958, so that a modern high school could be made available to those of the Catholic faith. The students enrolled in Our Lady of Lourdes High School represent all areas of Dutchess County, and nearby parts of New York State. There are fourteen parochial schools in Dutchess County, with six of these located in the City of Poughkeepsie.

In the fall of 1959, Morse School on Mansion Street will be opened as one branch of the newly formed Junior High School Center in Poughkeepsie. The other branch will be located in the May Street wing of the high school building. The students presently enrolled in Morse School, from kindergarten through the sixth grade, will be relocated in neighboring schools.

Many of the students in the Poughkeepsie schools are eligible to graduate in February of each year, due to the old policies of allowing the children to enroll in either September or February. However, there is now a "speed-up" program in operation, in which the children will try to do a year's work in six months, so that by the time the Junior High School is in full operation, most of the children will be going on a September to June basis.

Mr. Key stated that although there is no problem of overcrowding in the Poughkeepsie schools, due to large housing developments, there could be some overcrowding in certain areas because of the relocation of many families in the path of the proposed arterial highway in downtown Poughkeepsie, plus other project renovations being called for, as well as the relocation of some children for the Junior High School. Undoubtedly, many of the people to be relocated

will move uptown, possibly causing overcrowded conditions to occur in schools of that area of the city.

The City of Poughkeepsie is a fiscally independent city school district. This means it can levy taxes, collect taxes, make the budget, etc. The budget is then approved by the School Board, and presented directly to the people. The city now has a five-member board; one new member is elected each year, with each member serving three years. This was not always the case, however. The term of Poughkeepsie's Board of Education was at first June to June, then it was changed to January to January. A twelve-member board continued to be elected until May 16, 1900. After that, the Board was appointed and it contained only seven members. The term at this time ran from one to seven years, and was later established as a five-year term, which took place on May 5, 1942, in comparison with the present term of only three years.

Poughkeepsie's school system has a slower teacher turn-over than do most other districts. Many teachers remain in the system until they are eligible for retirement, and therefore there is little room for young teachers. Of the 250 to 260 teachers on the entire staff only about 15 are replaced in any one year. However, within the next five years, it is estimated that many of the older teachers will retire, and there will be many new faces on the teaching staff of Poughkeepsie's schools.

For a short while Poughkeepsie was forced to use the split-session form of classes. This was for the school years of 1954-55 and 1955-56. Before these years the Freshmen were attending school in the old high school annex, but in 1954, the Board closed the annex. There was still no hope for a new high school, and therefore the split-session was forced on the students.

The new high school has a retarded student program which cares for about 50 pupils. Only children who have an IQ of less than 75 are permitted in this program. They are grouped by chronological age and there is a special teacher in charge. It is, in effect, a rural school within a modern high school. There are also ten retarded classes in other city elementary schools, plus the one in the high school.

The new high school also features a corrective pro-

gram for posture, etc. Special classes are established for correction of these defects. The classes include various exercises and special work in physical education. The instructor in these cases also works with the parents. Along these same lines, there is a special swimming program.

The Poughkeepsie School System provides a special class in Warring School for sight conservation. Children who have exceptionally poor eyesight are assigned to this class. They must be recommended by their doctor. Special books with extra large type are provided, and the class is handled by a specialist in this field. There is special lighting in the room and everything possible is done to give the visually handicapped child a chance to get a proper education. As a means of transportation, the city provides one school bus and some taxis for the handicapped children.

In September of 1958, thirty-seven pupils from the Little Red School House, with an IQ of less than 50, were admitted to Columbus School. This is the first and only public school in Dutchess County to accept these trainable groups. Four classes were formed. Mrs. Helen Wolpert, former principal of the Little Red School House, teaches the youngest group on a half-day basis and the three remaining classes attend all-day sessions under her supervision, and the direction of Vincent O'Conner, principal of the school. Three former teachers of the Little Red School House were accepted by the Board of Education to teach these older groups.

Transportation to and from the school is provided for these pupils by the Board of Education.

The mentally retarded children in this area were first brought to the attention of the public by Mr. and Mrs. Allen Raymond of Pleasant Valley, New York, in 1950. With the help of John L. Wallace of the Junior Chamber of Commerce plans were made to form an association. After a meeting on November 12, 1950, the Dutchess County Association for Mentally Handicapped Children was formed.

On October 8, 1952, the association opened its first school in the First Baptist Church on Mill Street with five pupils enrolled. Mrs. Mary Desole was the first paid teacher of this group. This was called the Little Red School House.

In February 1953, Mrs. Bessie Payne and Mrs. Peggy Nelson were hired as teachers so that a waiting list of fifteen

children could be enrolled. At this time Mrs. Desole became principal. By the spring of 1954, twenty-seven children were attending this school. For a short period of time, the organization used the First Congregational Church, also on Mill Street, before going into the preventorium of the old Bowne Memorial Hospital on Pendell Road in September of 1955. At this time the association was trying to amend the State Education Law, to permit children with an IQ of less than 50 to attend public schools.

The school continued in the Bowne buildings until June, 1958, at which time it was learned the children would be able to enter the public school system. The buildings also had to be vacated so that renovations could be started for the Dutchess Community College. There were forty-five children attending classes and Mrs. Helen Wolpert was principal. Eighty-two children had attended the Little Red School House during the period of 1952 to June, 1958.

After the public school accepted thirty-seven pupils, the Community Chest sponsored the Little Red School House. In the fall of 1958, the school was located temporarily in the Jewish Center on North Hamilton Street and on Monday, January 26, 1959, they moved into their own building at 26 Forbus Street.

There are presently fifteen children attending this school. Nine are in the nursery school, one in day care, and five in an educable emotionally disturbed group. Mrs. Bessie Payne is the principal and has the assistance of three teachers. Children between the ages of four and one-half to six are accepted and trained so that they will eventually be able to attend public school. All screening for these children has been and is still being done by Dr. Sarah Hirsdansky, psychiatrist.

Several other schools throughout Dutchess County are now including programs for the retarded child with an IQ between 50 and 75. In addition to Poughkeepsie the others with retarded programs include Arlington, Beacon, Hyde Park, Wappingers Falls, and Red Hook-Pine Plains. The Red Hook-Pine Plains retarded program is conducted in the Hillside School in Lafayetteville.

There is only one private day school in Dutchess County, located in Poughkeepsie. The Poughkeepsie Day School

has an enrollment of 160 students, in grades one through nine.

#### SPACKENKILL UNION FREE SCHOOL<sup>8</sup>

Near the city limits, and almost within its boundaries, is the Spackenkill School District. This district received its charter May 1, 1865. The first school was a one-room brick building with a lot of Victorian peaks, and was located where the firehouse is today, at the corner of Spackenkill Road and Schoolhouse Lane. At that time, the city limits were not close.

An old minute book of the district begins in 1882, when the district voted to raise \$250 "for teachers' wages and other necessary expenses." The total budget that year was \$414.33.

The district voted to construct a new building in 1924, and bought approximately three acres for \$1,500. The central part of the present building was built in 1925, and the site has now been enlarged to about five acres.

Spackenkill had an up to date building in 1928, which contained, aside from its two large classrooms, an auditorium and a teachers' room. At this time, lower Academy Street was in the Spackenkill District, but was lost when Poughkeepsie's eighth ward was formed. The high school students of Spackenkill in 1928 attended Arlington, and when the time came that Arlington could no longer accommodate them, they were transferred to Poughkeepsie High School. About 1940, Poughkeepsie could no longer continue to take them, either, so they were transferred to Wappingers Central School. Junior high school students were sent to Wappingers in 1946 and Spackenkill became a kindergarten through sixth grade school.

The original new two-room school had a total enrollment of fifty pupils and two teachers; today Spackenkill has grown to a twenty-one-room school with twenty-six teachers and 564 students.

The population of the district has grown rapidly since the coming of IBM, probably because the school is within a mile of the plant and many of the personnel live in the near-

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<sup>8</sup> Information on Spackenkill based on article in *Poughkeepsie New Yorker*, Sunday, November 25, 1956, 10, and interview with Mrs. Lionel Lawrence, former principal.



FIRST ONE-ROOM SCHOOL of Spackenkill Union Free District was erected in the 1860's where the Spackenkill Firehouse stands today.

by housing developments which have sprung up. In response to the first growth, the teaching staff was doubled, from two to four. This was in 1948 and special teachers were hired for homemaking and shop courses, plus part-time teachers for art and music. Part-time classes were held that year, because of the number of students enrolled, and the following year the first addition was built on the school. In 1951 another addition was needed, and on February 3, 1959, a new \$850,000 elementary school was opened



on Croft Road with an enrollment of 200 pupils. This new school houses grades five through eight, and the old Spackenkill School has the kindergarten through fourth grade children.

Part of Spackenkill School's overcrowded conditions occurred in the fall of 1955 when Wappingers Central School would no longer take the seventh grade students of Spackenkill School. The following year Wappingers Central School would not accept the eighth grade students, so once again Spackenkill School had a kindergarten through eighth grade system, the same as it had in 1928.

Spackenkill School was told in the fall of 1957 it would have to keep its ninth grade students, which is one of the main reasons why the district wanted to build its own high school. A site for a proposed high school was chosen on Croft Road, the present site of the newly opened elementary school. This land contains approximately seventeen and one-half acres.

The former principal, Mrs. Lionel Lawrence, went to Spackenkill School as a principal and fifth through eighth grade teacher in 1928. She gave up teaching in 1950 as the growth of the school made it necessary for her to concentrate on the executive duties of principal. Mrs. Lawrence is presently on a year's leave of absence from the district. Orvill Todd has replaced Mrs. Lawrence as principal of that district.

Along with the tremendous growth of the school, the standards have gone up. Homemaking, shop, music, and art were added in the 1940's. The school added a part-time nurse in 1949, and a full-time one in 1954. French is now offered to the seventh grade students, and spelling for eighth grade students who have difficulty with this subject. There is also a course in reading improvement. A single class may have as many as three reading groups and all classes have remained small, with only nineteen or twenty children in one classroom—a most desirable situation.

Mrs. Lawrence said:

The economic and intelligence level of the children at Spackenkill School is high. The children can learn. We're fostering that with small classes. We lay the groundwork in the primary grades, and try to teach wise use of time, to teach the children to study. We incorporate study period in class time, so that the teacher supervises study. That's normal in

grades one through six, but we do it in the seventh and eighth grades, too. In spite of the teacher shortage, positions here are coveted. With our small classes, teachers can see that they are accomplishing something. Each child is important, and parent participation and community spirit are high. Parents are always thinking "how can we help you, the teachers?"

In 1957, the future of Spackenkill School as an independent district seemed a bit shaky. The State of New York was asking that the district consolidate with one of the larger surrounding districts. Studies were made regarding this problem. At the same time the school board was working hard to keep Spackenkill School an independent district. A special report was made and sent to all taxpayers and parents of the district explaining Spackenkill's stand for independence in the face of the state recommendations.

The president of the board, James H. Warner, Jr., made this report, which stated:

"Remember, you pay high enough taxes to provide an education in public schools. Second to none, it is your personal and public duty to see that you get what you pay for."

Mr. Warner's report went on to say:

... the school board is convinced that the district should control its own system. Three years of study have shown that both for your tax dollar and for the best interests of education, we should continue to educate our own children.

Spackenkill School applied for permission to build a high school in 1957, and the plans were rejected, with the comment that Spackenkill School should consolidate with some other district. If Spackenkill School were to join with Arlington or Wappingers Central Districts, there would be no need for an affirmative vote on the merger. Poughkeepsie's Board of Education could make the decision for that district to admit Spackenkill School, but residents of the latter would have to vote on such a merger.

Mr. Warner's report asks Spackenkill residents to "keep an open mind" on the matter, and suggests: If we voted against joining another district, according to the present law, we would remain independent. We hope the Department of Education will honor your vote.<sup>9</sup>

Spackenkill in 1959 is still without its own high school. The pupils in the ninth and tenth grades attend Poughkeepsie High School, while those in the eleventh and twelfth grades go to Wappingers Central School. The district is still being urged by the state to join a neighboring district, and it is

<sup>9</sup> Poughkeepsie New Yorker, Thursday, April 11, 1957, from article on front page entitled "Spackenkill Renews Fight to Retain District."

possible that a merger will be worked out between Poughkeepsie and Spackenkill in the not too distant future.

With all these modern schools in Dutchess County, it is interesting to note there is still a one-room school actively operating.<sup>10</sup> This is the Shenandoah School in Shenandoah, New York. Shenandoah is located in the extreme southeast-



SHENANDOAH ONE-ROOM SCHOOL

ern portion of Dutchess County, and is a peaceful little town of some 75-100 estimated population.<sup>11</sup> This is a completely independent district, just as were the early one-room schools

<sup>10</sup> The author visited this school in the fall of 1956, however in June of 1958 the school was closed.

<sup>11</sup> The exact population of Shenandoah is not known because there are no established boundaries for the community.

of Dutchess County. When the children graduate from the eighth grade, they then enter the Wappingers School District to complete their high school education. Miss Anna M. Farrell is the teacher in this school as well as the principal, supervisor, and practically everything concerned with running a school. This term there are 19 students enrolled in the school, ranging in grades from first to the eighth. However, none of these were in the sixth or seventh grade, and as far as this author could determine only a few were in the fifth and 4 were in the eighth, the rest appeared to be in the lower grades.

Miss Farrell likes to think that the children in her school get the same (if not better) education than those in the large central schools. What they do not get at Shenandoah, she admitted, was subjects such as art, music, or the recreational facilities found in larger schools.

Whatever has to be done in the school, has to be done by all the students, with the help of the teacher, in such matters as celebrating holidays or arranging parties, etc. All standard text books are used in this school.

The school is situated on a dirt road, approximately one mile from the Taconic State Parkway. The school yard is extremely small, and not graded and finished like the new schools. The day this author visited the school, a flag was prominently displayed from the front porch, and a dog was waiting patiently on the porch for his master to finish school, so they could walk back home. Oh, yes, all the students at Shenandoah walk to school. At one time there were apparently two entrances to the school, but at present only one is used. Inside the school room are such modern conveniences as oil heat, a drinking fountain, indoor lavatories, and a telephone. This is considerably different from the early one-room schools. The children are seated by age, with the youngest on the inside wall by the blackboard, and the oldest by the windows, overlooking the road. The children show great respect to visitors and to the teacher, and there is no confusion when a visitor enters the room, nor are any children trying to get special attention from the visitor such as children in the large schools so often try to do.

Miss Farrell said that she has talked with some of her students who have graduated from Wappingers High School

and they appeared to have adjusted easily to the difference of the one-room school atmosphere and that of crowded Wappingers School. Miss Farrell is much in favor of the one-room school, where the children get individual attention, with few distractions. She admits, however, that in the future, this school, like other one-room schools of the county, will be just a memory; but at the moment the whole community is in favor of the school as it is. Furthermore, she pointed out that Wappingers Central School has not asked the people of Shenandoah to join its district, and therefore there is little talk of closing the school.

As previously pointed out the Shenandoah School did close in June of 1958. The Shenandoah School District taxpayers voted to close the school and to sell the property at public auction. These pupils now attend the Fishkill Plains Elementary School in the Wappingers School District.

Also in 1958, the five-pupil, one-room school in Bull's Head was officially closed. These pupils now attend Rhinebeck Central School. There are still three one-room schools in the county, namely: Schultsville, in the Rhinebeck Central School District, Chelsea-Brockway School, and the Red School House.

The Red School House is located in District 4, Town of East Fishkill, and presently has an enrollment of sixteen pupils. The principal is Mrs. Elizabeth L. Travis who has been the teacher and principal in this school for the past forty-seven years. "When it is time for school to open in the morning or afternoon, she summons the boys and girls with the hand bell she has used in all of her years as teacher there . . . When not in use, the bell is on top of a five-shelf bookcase in the entry."<sup>12</sup> These few remaining schools indicate the era of the one-room school is about to end in Dutchess County.

Among the more unusual ways of raising taxes for the support of schools was a sales tax, which was proposed in the summer of 1956. From an article in the Poughkeepsie New Yorker in July, 1956, the following comments were made about the proposed sales tax:

County Attorney Welch today withheld comment on provisions of a state law which, The Poughkeepsie New Yorker learned, would permit the County Board of Super-

<sup>12</sup> Poughkeepsie New Yorker, October 19, 1958, 1C

visors to levy a county retail sales tax on behalf of school districts. Mr. Welch said he has not been asked for an opinion on the subject.

The New Yorker went on to state:

The county board on Monday referred to its Tax committee a proposal of the Pawling School District Board of Education that the county levy a sales tax and distribute the receipts to county school districts to aid them in reducing school tax costs on local real estate taxpayers.

First inquiries about the state law on local special taxes disclosed that the county board could levy the special tax, but that a permissive referendum might be conducted on the proposal. No referendum is mandated, however.

Inquiries indicated, also, that a sales tax might be levied in all sections of Dutchess County outside the City of Poughkeepsie, which already has a two percent sales tax. If the plan were accepted, there might be a way of developing a method of including a tax in Poughkeepsie on some plan for the sharing of receipts so that the aggregate rate of the levy would be no more than the city's existing two percent rate.

If such arrangements were worked out, it was indicated that then the city school district might be included among districts in the county to benefit from the special tax.

Any county levy, the state law was reported to provide, might authorize distribution of receipts in whole or in part to the school districts. Part of the receipts might be applied to county government operations, it was said.

The tax machinery was reported to provide a method for distribution of revenues to a school district the boundaries of which would be only on the basis of average daily attendance of pupils who lived within the county borders.

Thus there is the chance of a county school sales tax in Dutchess County, as well as in other counties of the state. This, like Spackenkill's high school, will have to be a wait and see matter.

A new seventh and eighth grade center was to have opened in the old high school building (now Our Lady of Lourdes High School) in the fall of 1957. This program was delayed because of severe controversy over the financing of the renovations which were needed in the building. The Poughkeepsie New Yorker of April 1, 1957, reported the following:

"Meanwhile Architect Rolf C. Dreyer confirmed that further time is being allowed for contractor's bids on the estimated \$500,000 conversion to the old high school."

There was also controversy at this time over a junior-high school program because of opposition to a similar program in New York City. The New York City Teachers' Association is opposed to such a system of junior high schools.

The State Department of Education is mandating the junior high school program, according to Mr. Hunger. The New York City teachers' group called for a return to the old system of eight years of elementary school and four years of high school, which is the system presently in use in Poughkeepsie. For several years, the New York system has been emphasizing a 6-3-3 set-up. New York City's system was reported to be suffering from a shortage of qualified teachers. Forty-five percent of the teachers in the New York junior high schools were reported to be substitutes or persons serving without proper license requirements.

Asked for a comment on that phase of New York's problem, Mr. Hunger said that the State Department of Education is prepared to certify automatically Poughkeepsie's present seventh and eighth grade teachers for work in the junior high school.

He said that some teachers might have to be especially qualified for work in certain areas such as art, music, and science. He also said that New Paltz State Teachers' College has begun preparing teachers for junior high school teaching certificates.

The next day the Poughkeepsie New Yorker contained the following concerning the new junior high school:<sup>13</sup>

PARETTI MAKES NEW DEMAND FOR VOTE  
ON JR. HIGH SCHOOL

Poughkeepsie's Board of Education today faced a new demand of a local Citizens Committee on Secondary Education that it conduct a referendum on the proposed \$500,000 conversion of the old North Hamilton Street High School to a Junior High School for seventh and eighth grade students.

Samuel M. Paretti, chairman of the committee, called for the board action to fulfill what he said was a board pledge in response to petitions, signed by 730 persons, demanding that city voters have an opportunity to ballot for or against the project. Mr. Paretti said the committee which is sponsoring Edward G. Ose for member of the School board will emphasize his desire that the junior high school conversion be approved finally only with the backing of the city voters.

The New York City High School Teachers group action of demanding that junior high schools be abolished supports the Citizens Committee opposition here to a seventh and eighth grade center program, Mr. Paretti said. "Naturally the professional educators are opposed to the idea."

However, it is our conviction that the teachers, who have

<sup>13</sup> Poughkeepsie New Yorker, April 13, 1957, front page, from article entitled "Paretti Makes New Demand for Vote on Jr. High School."

faced the Junior High School problems for 25 years, are in a better position to know what they are talking about. In view of this, we are more firmly convinced that we should retain our 8-4 school system and not try to adopt a new system that is considered a failure elsewhere.

Meantime, Edward A. Schwartz, a real estate agent in Poughkeepsie, called attention to objections which have been raised by the New York City teachers to the junior high school program . . . It is all very confusing . . . and I might add exceedingly costly and painful to the taxpayers once a commitment is made.

Edwin L. Hunger, Superintendent of Schools for the City of Poughkeepsie, has now approved the junior high school plan as previously described. This was not an easy matter and can easily be termed one of the "modern battles of education" which Poughkeepsie had to face.

In the face of all the opposition to the junior high school, it is interesting to note that Arthur May, chairman of the Curriculum Guidance Committee of the Poughkeepsie Education Council indicates there are "distinct advantages in an enlarged and more effective guidance program" which will be made available in the junior high program. Mr. May also said in the Poughkeepsie New Yorker, February 2, 1959, "nationwide surveys clearly demonstrated that the ideal time for students to be encouraged in their fields of interest is at the junior high level." The guidance committee will encourage the school administration to hire teachers with special training at the junior high level to come to Poughkeepsie. Thus we can see an entirely different attitude over that in 1957 regarding the status and value of the junior high school.

In the fall of 1958, the Dutchess Community College opened with an enrollment of 250 students, with Dr. James F. Hall as president of the college. This college is located on the former Bowne Hospital property on Pendell Road in Poughkeepsie. The college is under the direction of the New York State University, and is tuition free to residents of Dutchess County. The college offers a two-year liberal arts course. Approximately 400 students are enrolled in the night courses offered at the college. There are still many renovations to be made before the old Bowne buildings will be fully converted to suitable college buildings. A portion of these buildings was formerly used by the Little Red School House.

In the twentieth century we have seen Dutchess County's school system develop from many one-room schools to



the large centralized school districts of today. We have seen the many new additions to the curriculum, and the many diversified opportunities offered to children today that were not afforded the children of previous generations. We have seen Dewey and liberalism or progressivism come into being. We have also seen Dutchess County become industrial in the twentieth century, and the rapid disappearance of agriculture as the main way of life. After 1941, with the coming of IBM, we have seen a tremendous growth of population in the county, which was reflected in the schools, and we saw that though IBM did bring this large number of students to the county's schools, it also increased the educational opportunities in the county, with newer equipment, advanced courses, etc. We can now see, too, the main problems facing the county or portions of the county in the very near future, namely :

1. Enough qualified teachers to meet the demand.
2. Enough money to be able to provide the proper schools for the increasing number of children in Dutchess County.
3. A proposed sales tax for Dutchess County.
4. The fact that Spackenkill may become part of some other neighboring district, or that the district may remain independent and acquire its own high school.

These problems can only be answered in the future. What their effect will be on the county, and if they are carried out as planned, can only be determined in the future.

In the general conclusion that follows, the major developments of the entire county will be summarized, and we can see how we stand in 1959.

## CONCLUSION

We have seen Dutchess County's educational system grow from the old church school in Rhinebeck in 1716 to large and beautiful schools such as the one opened in 1957 in Poughkeepsie. We have seen the population of Dutchess County grow from 445 in 1714 to the 1950 census of 136,781, accompanying the changes from agriculture to industry. We have seen very rapid growth of school populations in the past 15 years, as well as many changes in school programs.

Therefore, we should briefly review the important events in education in Dutchess County from those early days to the present. The first schools in Dutchess County were similar to those of the Middle Colonies, supported by various church organizations. This was not like the New England Colonies where one church group had strict and complete control over the schools, although in both cases, religion was the most important subject taught. In the South, we noted that schools were mainly conducted on the large plantations and only for the children of the owners, not the children of the slaves.

By the time of the Revolution, the church school idea was breaking down, and private village schools were coming into existence. There were, at this time, no free schools in Dutchess County. However, the main difference in the village schools over the church schools was that religion was no longer being included as the central subject matter in the curriculum of the village schools. All these early village schools were supported entirely by the community and its members, and the teachers received little salary. Many times the teachers received no salary but were guaranteed room and board with the parents of the school children. By the late 1700's, the Board of Regents was established, and Governor Clinton, as well as other men of the day, was trying to get the public to accept the idea of a free public school, similar to the one established at Clermont.

Of all the early teachers in Dutchess County, the name

of Chauncy Graham seems to stand out above the rest as an effective teacher and educator. He was the teacher of the school at Brinkerhoffville, near Fishkill, where many prominent leaders of the county received their early training. In the early 1800's, Jacob Willits became the outstanding teacher of the county. He was also the author of various textbooks.

We saw the rise of the academy system in Dutchess County in the 1800's, and saw Poughkeepsie become known as the "City of Schools." However, by 1843, the public school idea was being accepted in various parts of the state, and an attempt was made to have it established in Poughkeepsie. After much discussion, and under severe critical editorial opposition, the idea was put before the public, and the people accepted by vote the idea of free public education.

This was the first public school in Dutchess County, and for the next 50 years, Poughkeepsie more or less set the pace for the rest of the county. The approximately fifty-year-period, from 1843 to 1900, was considerably short in comparison to the preceding period of 1700 to 1843. However, this fifty-year-period saw many changes in county education. It saw the decline of the private schools, the development of the high school, and the advancement of the public school in general. By 1900 there were few private schools left in the county. Many of the private academies, rather than close completely, simply converted to public schools as we saw in Dover Plains.

There were many state laws passed in the 1800's to try to speed up the advance of public education, among them an act in 1805 for the encouragement of Common Schools, which was the beginning of the common school fund, now "preserved inviolate" in the Constitution of New York State. In 1812, an act was passed for the appointment of a Superintendent of Common Schools, and by 1849 a free school system was provided for the entire state. By 1854 the State Department of Public Instruction was formed. However, the most decisive act occurred in 1894, when the people of the state "enjoined the legislature to provide for a system of free common schools wherein all the children of this state may be educated." These were some of the most

important acts concerning education in the 1800's, all of which had their influence on the educational development of Dutchess County. In some cases the county was ahead of the majority of the state, such as in the establishment of the public school, other times the county lagged behind.

Throughout the history of education there have been battles of one kind or another, such as the controversies over taxes. The Kalamazoo Case proved once and for all that it was legal to tax for secondary education. Other court decisions had the same result for elementary education. Nevertheless the battles were fought, and still are being fought—and Dutchess County is no exception. In 1865 we saw the bitter dispute that raged in Rhinebeck in the attempt to get more and better schools. Back in 1843 we saw the same thing in Poughkeepsie, and in 1959, history is repeating itself in regards to the new junior high school in the City of Poughkeepsie.

By the late 1800's, a new concept of education was forming, the child was becoming a person, he was the one to teach, and he was to be taught what was beneficial to him. By the early 1900's this trend was firmly established and was mainly the responsibility of John Dewey. Of all the events in Dutchess County in the period of 1850-1900 the most unique was the Poughkeepsie Plan initiated by St. Peter's Church. This was an arrangement whereby a public school system was set up in both the public city schools and the parochial schools. It was a financial gain for both church and city for a time, but was later abandoned with the enlargement of common school funds.

Educationally, one of the most interesting aspects of the last half of the nineteenth century was the one-room school, which was described in Chapter Four in some detail. Considering that the nineteenth and early twentieth century was the period of these one-room schools, it is interesting to note that there are still a few actively operating in the county today. Although these "modern" one-room schools do have certain improvements over those of earlier times, they are still, in essence, very similar to the one-room schools that appeared in the county many years ago.

By the early 1900's the junior high school system was becoming established, first as a two-year, and presently as a

three-year program, with, in many cases, a separate building being provided for the junior high school. In the past few decades, the trend has been toward centralization. In Dutchess County this was started in the 1930's by Pine Plains and Wappingers Falls and at present almost all school districts in the county have become centralized.

There have always been problems in public education, and we have seen them as they developed in the county, right up to the present time. Currently, one of the most urgent problems is to get enough schools to properly educate the children of Dutchess County and also to be able to get enough qualified teachers for these schools, particularly in the rapidly advancing junior high school division. State Teachers' Colleges, such as New Paltz, are now presenting programs for junior high school teachers and it seems that this problem is now recognized. As far as the teacher shortage in general is concerned, the now slowly rising salaries for teachers should help to solve that problem.

The history of public education in Dutchess County reflects the development of public education in the United States in general. The pattern for any period has been set by its needs. In the early days in America, the population was small and scattered, communication facilities were primitive, economic security was solely the responsibility of the family, and community life was restricted to isolated neighborhoods. We have changed from a rural-agrarian to an urban-industrialized society. Economy built around an individual or family as a self contained unit has largely disappeared.

Problems have been shifted from the family to the community. Social and physical health, welfare, safety, sanitation, communication, transportation, etc., are all now the problems of the community. In particular a tremendous change has come in the operation of the enterprise of public education. Growth of public schools has been large.

Educational opportunities in America in the mid-1800's were confined to the mechanistic and rudimentary study of reading, writing, arithmetic, English grammar, and spelling. College training was almost exclusively along philosophical and literary lines. Few professional schools were in existence, with the exception of seminaries, and there were no

public high schools, vocational, trade schools; little adult training and few nursery schools. The purpose of formal education was the training of the mind. Science was recognized slowly and by 1850 science courses were found in the curriculum of most advanced colleges. More attention was also being devoted to history. The fundamental expansion of educational services was in evidence. Examination of histories and Board of Education reports in Dutchess County indicates that public education in the county followed the same general pattern.

The great expansion of educational opportunity was initiated during the period of 1850-1900, with the development of the high schools and professional schools. Compulsory school attendance laws were passed, and time spent in school was increased. Many new subjects were being taught in school. In 1959 we can see many new schools throughout the county, a look in any school will show the vast changes from only a few years ago. In schools like the new Poughkeepsie High School, such courses as power sewing machine operation, beauty culture, window dressing, store operation, radio, auto mechanics, ceramics, and many similar courses are offered. In effect the modern high school offers, literally, a vocational program for those students desiring to learn a trade or career, and who cannot or do not desire a college education.

In the field of education there has been considerable change from the year 1716 when the first settlers came to the county and built a church crudely constructed of logs, which also served as their school.

Today our public educational system covers all areas of Dutchess County. Public schools are located close to all children thus enabling them to receive free education which our forefathers were unable to have.

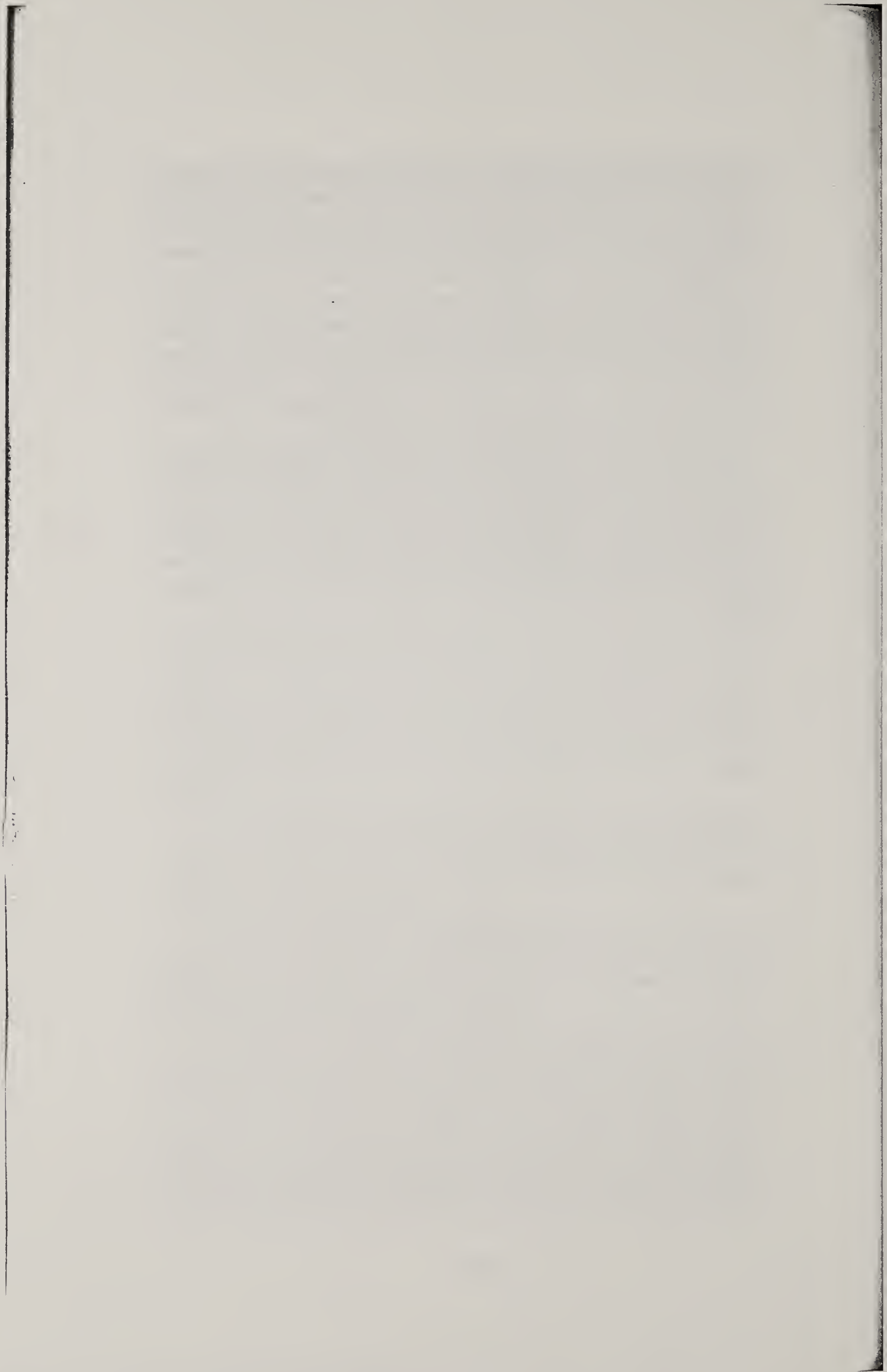
Dutchess County has progressed rapidly in the educational field, not only offering students free education, but to those who desire it many opportunities in private schools.

There are eleven colleges, one military academy, four schools of nursing, two private day schools, six nursery schools, nine boarding schools, four Catholic High Schools, fourteen elementary Catholic Schools, three elementary church schools sponsored by the Greek, Seventh-day Advent-

ist and Russian Churches, one remedial school and three schools for retarded children. We also have the distinction of having the only business college between New York and Albany located in Poughkeepsie called "Krissler Business Institute."

This, then, is a brief history of education in Dutchess County, New York, from the 1700's to the present. What the future will bring only time will tell, but, judging by past events, it seems that the future of Dutchess County along educational lines will be just as radical, just as dramatic, and even more interesting than in the past.

Dutchess County citizens are aware of the importance of education for their children; they are, and have always been, willing to assume the burden of its support, they are increasingly alert to progressive trends; and we do not think they will change. Education should continue to be an exciting development in the years to come in historic Dutchess County!





## APPENDIX

### HISTORICAL CALENDAR

#### *Elementary Education*

- 1633—Elementary school established by Dutch (NY).  
1642—Earliest colonial educational law passed (Mass.).  
1647—"Old Deluder" Act passed (Mass.).  
1651—Existence of dame school recorded in New Haven (Conn.).  
1792—Grants of funds to sectarian schools forbidden by state constitution (N. H.).  
1834—Free elementary education first adopted by a state (Penn.).  
1837—"Common School revival," started by Horace Mann.  
1852—First compulsory law for part-time school attendance passed (Mass.).  
1890—First full-time compulsory school attendance law passed (Conn.).  
1893—The six-six plan of school organization recommended by Committee of Ten.  
1896—Experimental school established at University of Chicago by John Dewey.  
1918—Progressive Education Association started.  
1918—Compulsory education made effective in all states.  
1938—Federal grant for support of elementary education recommended by Advisory Committee on Education.

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Calendar based on Chris DeYoung, *Introduction to American Public Education*, 169.

### HISTORICAL CALENDAR

#### *Secondary Education*

- 1635—First Latin grammar school founded (Boston).  
1751—Franklin Academy organized (Philadelphia).  
1821—First English High School started for boys (Boston).  
1826—First high school organized for girls (Boston).  
1856—First co-educational high school (Chicago).  
1872—Taxation for secondary schools upheld by Kalamazoo High School Case (Mich.).  
1884—Manual training high school started (Baltimore).  
1893—Recommendations of Committee of Ten published as Report of Committee on Secondary School Studies.  
1899—Recommendation of Committee on College Entrance Requirements published.  
1902—First public junior college founded (Joliet, Ill.).  
1910—First junior high schools started (Berkeley, Calif., and Columbus, Ohio).  
1918—Report on Commission on Reorganization of Secondary Education published.  
1933—Reports of National Survey of Secondary Education published.  
1933—Committee on Orientation of Secondary Education appointed.

- 1933—Nearly a thousand secondary schools evaluated in Cooperative to Study of Secondary School Standards.  
 1939  
 1941—Results of eight-year study of Progressive Education Association published.

Based on Chris DeYoung, *Introduction to American Public Education*, 108.

### *Historical Calendar of Federal Activities in Education*

- 1787—"Schools and the means of education shall be forever encouraged" (Northwest Ordinance).  
 1788—"To promote the general welfare," (United States Constitution).  
 1791—Education reserved to states (Tenth Amendment).  
 1802—First Saline Land Grants made.  
 1803—Section 16 given for education in Ohio.  
 1818—Five per cent fund distributed (first money grant to states).  
 1836—Distributive fund paid from national surplus.  
 1841—Internal improvement grants made by Congress to the various states.  
 1862—First Morrill Act passed (land grant for colleges).  
 1865—Freedmans Bureau created.  
 1867—Department of Education created.  
 1887—Hatch Act passed (agricultural experiment farms).  
 1917—Smith-Hughes Act (vocational education).  
 1931—Report of National Advisory Committee on Education published.  
 1933—Emergency education grants started.  
 1936—George-Deen Act passed (vocational education).  
 1939—Office of Education transferred from Department of Interior to Federal Security Agency.

Based on Chris DeYoung, *op. cit.*, 8-9.

### HISTORICAL CALENDAR FOR DUTCHESS COUNTY

- 1609—Dutchess County first seen - by Henry Hudson.  
 1683—Dutchess County created out of province of New York - one of 12 original counties.  
 1701—County provisionally annexed to Ulster County.  
 1716—First School (established by Germans - Rhinebeck).  
 1716—Establishment of first churches in county - Poughkeepsie and Fishkill, Dutch Reformed; Rhinebeck, German Lutheran.  
 1717—Livingston Manor dropped from Dutchess County.  
 1740's—Establishment of Chauncy Graham's Academy - Brinkerhoffville.  
 1760—Hopewell School.  
 1780's—Establishment of Dutchess County Academy.  
 1795—An Act for Encouragement of Schools passed.  
 1796—Nine Partners Boarding School established—South Millbrook.  
 1800's—Poughkeepsie known as City of Schools.  
 1805—District School System initiated in Rhinebeck.  
 1812—Putnam County dropped from Dutchess.  
 1835—Poughkeepsie Collegiate School formed.  
 1840—Rhinebeck Academy opened.  
 1843—First public school in county - Poughkeepsie.  
 1860—DeGarmo Institute established.  
 1865—Spackenkill School District organized.  
 1920—Arlington District established.  
 1930's—First centralized schools in county - one of earliest - Pine Plains.

- 1940—Dedication of Hyde Park Central School by Franklin D. Roosevelt.  
 1940—Opening of Wappingers Central School.  
 1941—Establishment of IBM in Dutchess County.  
 1951—Arlington centralized.  
 1956—Opening of Poughkeepsie High School on Forbus Street.  
 1958—Opening of Dutchess Community College.  
 1958—Our Lady of Lourdes High School was opened.  
 1959—Poughkeepsie Junior High School opened.

**DIRECTORY OF DUTCHESS COUNTY SCHOOLS - 1959**

**BOARDING**

- Anderson School ----- Staatsburg  
 co-educational, grades 3-12, post graduate 1-2, College prep.  
 Crow Hill School ----- Rhinebeck  
 co-educational, grades Kindergarten - 4  
 High Valley School ----- Clinton Corners  
 co-educational, grades 1-9  
 Millbrook School ----- Millbrook  
 boys only, grades 8-12, college prep.  
 Oakwood School ----- Poughkeepsie  
 co-educational, grades 9-12, college prep.  
 Trinity-Pawling School ----- Pawling  
 boys only, grades 9-12, post grad. 1, college prep.  
 Viewpoint School ----- Amenia  
 co-educational, grades 5-12, college prep.

**BUSINESS**

- Krissler Business Institute ----- Poughkeepsie

**CATHOLIC**

**ELEMENTARY SCHOOLS**

- Holy Trinity ----- Poughkeepsie  
 Immaculate Conception ----- Amenia  
 Nativity School ----- Poughkeepsie  
 Our Lady of Mt. Carmel ----- Poughkeepsie  
 Regina Coeli School ----- Hyde Park  
 St. Joachim's ----- Beacon  
 St. John's ----- Beacon  
 St. Joseph's ----- Millbrook  
 St. Joseph's ----- Poughkeepsie  
 St. Mary's ----- Poughkeepsie  
 St. Mary's School ----- Fishkill  
 St. Mary's School ----- Wappingers Falls  
 St. Peter's ----- Poughkeepsie  
 St. Sylvia's ----- Tivoli

**HIGH SCHOOLS**

- Fathers of the Blessed Sacrament ----- Hyde Park  
 boys for priesthood  
 Marianist Preparatory School ----- Beacon  
 High school for teachers  
 St. Joseph's Normal Institute ----- Barrytown  
 boys for priesthood  
 Our Lady of Lourdes ----- Poughkeepsie  
 co-educational

**COLLEGES - Noviate - 1 yr.**

- Our Lady of Good Council ----- New Hamburg

Ursulines Noviate for Nuns ---- (Hiddenbrook Estate) ---- Beacon

**COLLEGES - 2 yrs.**  
 Eymard College ----- Hyde Park  
 St. Andrew's-on-Hudson ----- Poughkeepsie

**COLLEGES - 4 yrs.**  
 Marion College ----- Poughkeepsie  
 Mt. Alvernia Seminary ----- Wappingers Falls

**COLLEGES - 6 yr.**  
 St. Lawrence Monastery --- (Theology and Philosophy) --- Beacon

**CHURCH - co-educational, grades 1-8**  
 Greek Church School ----- Poughkeepsie  
 Russian Church School ----- Poughkeepsie  
 Seventh-day Adventist Church School ----- Poughkeepsie

**COLLEGES**

**COMMUNITY**  
 Dutchess Community College ----- Poughkeepsie  
 2 yrs., co-educational, under N. Y. State University

**FOUR-YEAR**  
 Bard College ----- Annandale-on-Hudson  
 4 yrs., co-educational, Liberal Arts, private  
 Vassar College ----- Poughkeepsie  
 4 yrs., women, Liberal Arts, private

**JUNIOR**  
 Bennett Junior College ----- Millbrook  
 2 yrs., women, Liberal Arts, private

**DAY SCHOOLS**  
 Dutchess Day School ----- Millbrook  
 co-educational, grades 1-8, also some boarding students  
 Poughkeepsie Day School ----- Poughkeepsie  
 co-educational, grades 1-9, day only

**EMOTIONALLY DISTURBED**  
 P. S. 619-M ----- at Astor Home ----- Rhinebeck  
 co-educational boarding, grades 1-12, part of N. Y. City  
 school system

**HOME**  
 Greer School ----- Millbrook  
 grades 1-12, co-educational, boarding, for children from  
 broken homes

**MILITARY**  
 Cardinal Farley Military Academy ----- Rhinecliff

**NURSERY - pre-kindergarten, non-sectarian**  
 Bard College Nursery School ----- Annandale-on-Hudson  
 Bennett Junior College Nursery School ----- Millbrook  
 Christ Church Nursery School ----- Poughkeepsie  
 First Presbyterian Nursery School ----- Poughkeepsie  
 Poughkeepsie Day Nursery ----- Poughkeepsie  
 Wimpfheimer Nursery School -- (Vassar College) -- Poughkeepsie

**NURSING**

Harlem Valley State Hospital School of Nursing ----- Wingdale  
Hudson River State Hospital School of Nursing ----- Poughkeepsie  
St. Francis Hospital School of Nursing ----- Poughkeepsie  
Vassar Hospital School of Nursing ----- Poughkeepsie

**PUBLIC SCHOOL DISTRICTS**

**CENTRAL**

Arlington ----- Poughkeepsie  
Hyde Park ----- Hyde Park  
Millbrook ----- (Washington District #1) ----- Millbrook  
Pawling ----- Pawling  
Pine Plains ----- Pine Plains  
Red Hook ----- Red Hook  
Rhinebeck ----- Rhinebeck  
Wappingers ----- Wappingers Falls  
Webutuck ----- (Northeast District #1) ----- Amenia

**CITY**

Beacon  
Poughkeepsie

**COMMON - Active**

Red School ----- (Fishkill District #4) ----- Fishkill  
Wappingers District #4 ----- Chelsea-Brockway

**COMMON - inactive**

Clinton District #9  
Red Hook District #7

**UNION FREE**

Dover Plains ----- (District #2) ----- Dover Plains  
Fishkill District #3 ----- Glenham  
Spaenkill ----- (Poughkeepsie District #2) ----- Poughkeepsie  
Staatsburg ----- (Hyde Park District #2) ----- Staatsburg  
Tivoli ----- (Red Hook District #3) ----- Tivoli

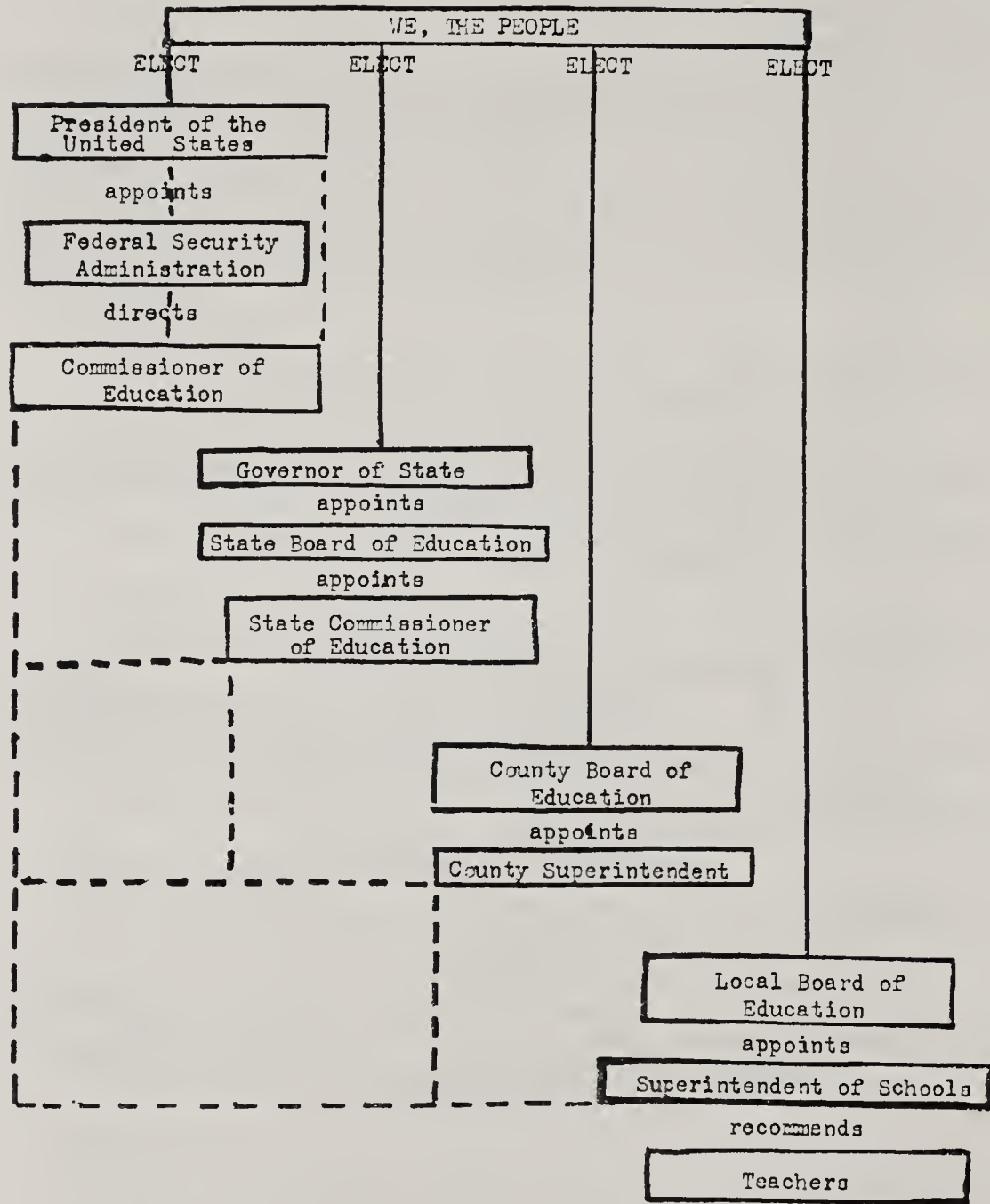
**REMEDIAL**

Maplebrook School ----- Amenia  
co-educational, grades 1-8, boarding

**RETARDED**

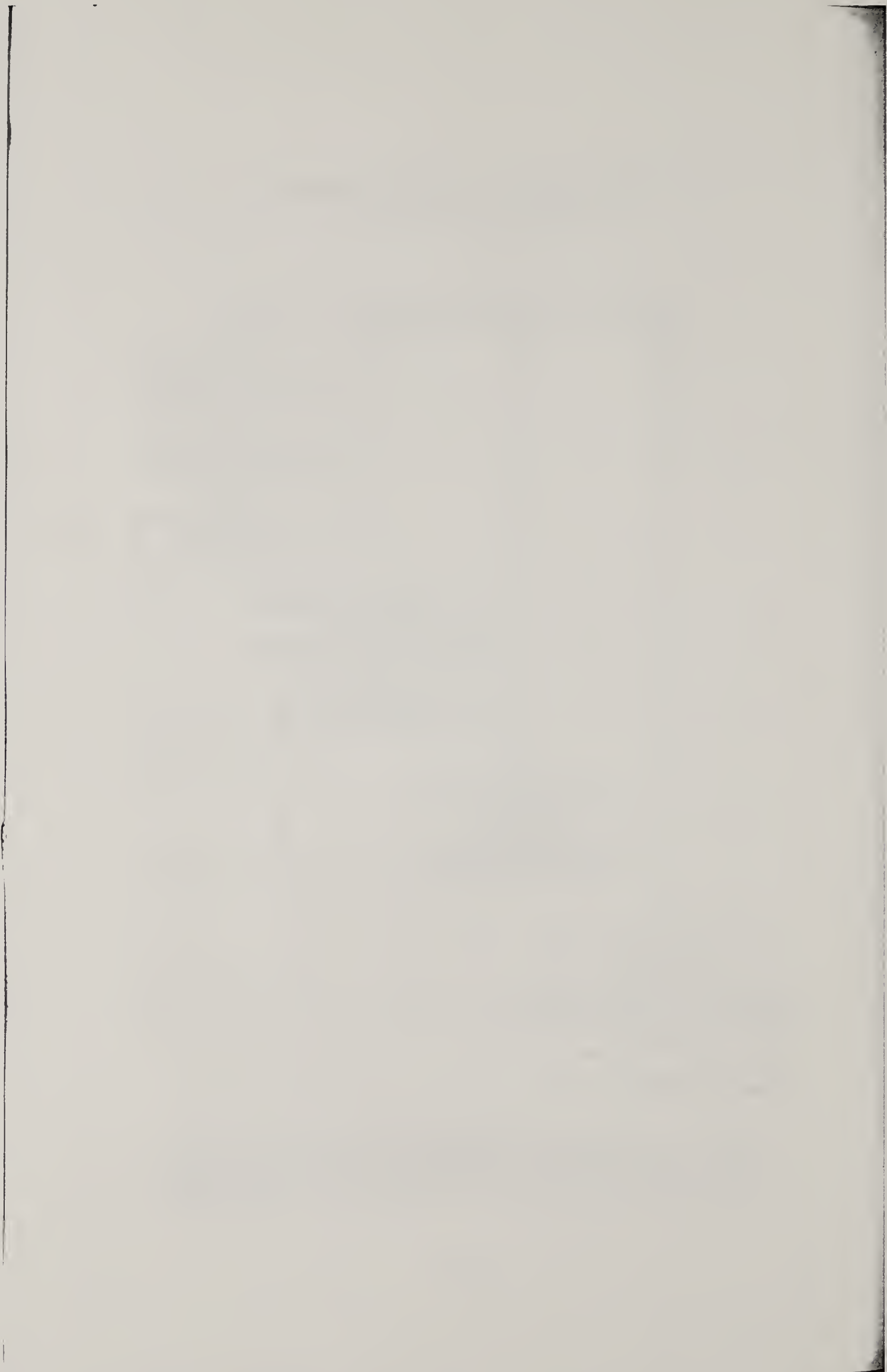
Fairview School ----- Fishkill  
boarding only  
Little Red School House ----- Poughkeepsie  
co-educational, nursery and educable retarded, day only  
Rhinebeck Country School ----- Rhinebeck  
co-educational, grades 1-9, also for emotionally troubled,  
boarding only

ORGANIZATION AND ADMINISTRATION  
OF PUBLIC EDUCATION\*



-----Connects chief educational officers.  
 The above chart shows the organization and administration of public education on a National, State, County, and local basis.  
 \*Based on chart, page 3, Introduction to American Education, DeYoung, McGraw-Hill







FAMOUS EARLY EDUCATORS WHO HAD INFLUENCE  
ON THE AMERICAN SYSTEM OF  
PUBLIC EDUCATION\*

**MARTIN LUTHER:** (1483-1546) Luther was born on the 10th of November, 1483, at Eisleben, Germany. He came from the free peasant class.

In regards to education, Luther placed great stress upon the dignity of the individual. In his treatise on "The Christian Liberty" he wrote:

Nor are we only kings and the freest of all men, but also priests forever, a dignity far higher than kingship, because by that priesthood we are worthy to appear before God, to pray for others, and to teach one another mutually the things which are God.<sup>1</sup>

Luther also taught that the Bible was the ultimate source of religious truth, which made education a necessity. Man now had a reason for education. If he was to be his own priest and if the Bible was to be his guide, then he could not fulfill his life's mission unless he was able to read. This led to a great spread in education.

**JOHN AMOS COMENIUS:** (1592-1671) Comenius was born at Nivnitz in Moravia. He attended the village school and at the age of 15 entered the grammar school at Prerau. The schools of the day were very poor and Comenius was dissatisfied with them.

Comenius, who became a bishop in his church, lived for seventy-nine years, mostly in exile. He gave all his thought and energy to the advancement of mankind through religion and education. He chose to be a priest but spent most of his life as an educator and wrote a great many books in both fields.

While in exile he was in charge of a school at Lissa, Poland. He worked in Sweden, England, then went back to

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\*Biographies based mainly on material in Frasier, Introduction to American Public Education.

<sup>1</sup> F. V. N. Painter, Luther on Education, Lutheran Publication Society, Phil., 1889.

Sweden again, and on to Hungary and finally to Amsterdam where he completed his life work.

Comenius was without doubt the greatest educator of his century. In fact many of his ideas are incorporated in our present educational system. He proposed a method of grading based on the growth and development of children. His plan called for a single track educational program which applied to the boys and girls of all classes. He rejected the idea of one school system for upper class children and another for children of the lower classes. Comenius wrote in the "Great Didactic," "Everyone ought to receive a universal education and this at school."<sup>2</sup>

The most important educational proposal made by Comenius concerned the organization of a school system. He proposed four levels of education. Each stage was to be a different kind of school, and each school was to be six years in length. Roughly the division corresponded to his conception of the four periods in the life of a growing child.

There should be a mother's school, in the home, for children from birth to age 6. There should be a vernacular school in every village for all children from 6 to 12. There should be a gymnasium in every city for children from 12 to 18. The gymnasium was to be followed by six years at the university.

He also thought that education should follow nature, and that it should proceed from the simple to the more difficult. He felt that children should learn to do by doing. He also put much emphasis on the practical things; he wished to eliminate all useless materials. He made a plea for gentle discipline in place of the brutal methods that were common in his time.

**JEAN JACQUES ROUSSEAU: (1712-78)** Rousseau was an educational pioneer. He revolted against the religious, educational, social, and governmental conditions of the time. His influence was felt in America, and much that was written at the time of the American Revolution drew heavily on Rousseau's ideas. He advocated the overthrow of the existing autocratic government in France and the establish-

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<sup>2</sup> Will S. Monroe, *Comenius*, Charles Scribners & Sons, N. Y., 1900, 78.

ment of a Republic. He believed in universal suffrage based on: "Liberty, fraternity, and equality."

In the field of education, Rousseau's ideas were just as radical. He protested against the stern, unreal, and artificial schools of his time, in which little boys were treated as small men. Education was meaningless. The methods were stiff and unnatural. There was excessive emphasis on religious instruction and book education. Like Comenius a century before, Rousseau preached the substitution of life amid nature, childish problems, ways and sports.

Rousseau believed that education was the remedy for the ills of society and that in the process of education the child should be the center of gravity. According to Rousseau, the child was to be considered a child and taught as a child rather than a miniature adult. His chief concern was to provide the child with real, vital, concrete experiences. Rousseau's educational program was concerned with the child's physical and mental life.

#### JOHANN HEINRICH PESTALOZZI: (1746-1827)

Pestalozzi was born in Zurich, Switzerland. As a young man he came under the influence of the teachings of Rousseau. He tried out Rousseau's methods of teaching, first on his own children, and discovered many shortcomings. In 1774 he established a school on his farm, which was conducted for two years, until the family funds ran out, and the school had to be closed. But out of it, Pestalozzi received a firm belief in the power of education, and found answers to many pressing educational problems of the day. He later undertook many different teaching positions, which took him from one place to another. His last position was as director of the institute which he established at Yverdon and conducted for twenty years. Here he demonstrated with children the methods that were to make him famous.

Pestalozzi begins his teaching with nature and the five senses. But he did not trust nature as Rousseau did. He believed that sense impression of nature is the only true foundation of human instruction, because it is the only true foundation of knowledge. There should be a sequence in the instruction the child receives, so that beginning and progress should keep pace with the beginning and progress of the powers to be developed in the child.

Pestalozzi also wrote a guide for teaching spelling, and another for teaching reading. His contributions to education were largely along philosophical lines, and the relationship of the teacher to the child.

The teaching method of Pestalozzi spread first to Prussia, then to other European countries and later to the United States.

**FRIEDRICH FROEBEL: (1782-1852)** Froebel was the son of an orthodox Lutheran minister, who had an unhappy home life. He was not a successful pupil at the village school, but he was able to attend Jena, the foremost university in Germany, again with little success. The most important thing that happened to him was his work with Pestalozzi at Yverdon. Froebel remained at Yverdon for two years, first as a pupil and later as a teacher. His educational philosophy was profoundly affected by Rousseau and Comenius as well as by Pestalozzi.

In 1837 Froebel opened his first kindergarten in Blankenburg and this became his greatest contribution to education. Froebel said that the object of the kindergarten was to give the children employment in agreement with their whole nature, to strengthen their bodies, to exercise their senses, to engage their awakening minds, and through their senses to bring them acquaintance with nature and their fellow creatures.

Froebel spent the last years of his life with his kindergarten. He also established a school for kindergarten teachers.

Froebel's two main principles, self-activity and social participation, are very important today. Music, supervised play, drawing, group work, singing, dancing, dramatics, handwork, and many other activities in the modern school are part of the school for little children planned so well by Froebel more than a century ago.

**JOHANN FRIEDRICH HERBART: (1776-1841)** Herbart was a German professor and a contemporary of both Pestalozzi and Froebel. He spent most of his life as a university professor of philosophy and education. Herbart was first and foremost a scholar, he did not share with Pestalozzi and Froebel their passionate desire to help the poor and needy. He established the first demonstration school in connection with a university and taught a small selected

group of children. His teaching and writing were done at the Universities of Göttingen and Königsberg.

Herbart based his educational theories upon ethics and psychology. He laid down definitely at the outset that the one supreme aim of education is the development of moral character. He worked in the fields of psychology and method and was for many years called the father of modern psychology and modern method.

Although Herbart was another great pioneer in the field of education, his ideas did not last long. In the field of psychology, Herbart believed that the mind functioned as a unit instead of being divided into "faculties." It was in the field of educational method that Herbart made his greatest contribution. He and his followers worked out a system to make teaching an orderly and scientific process. This system included five formal steps in teaching, namely: (1) preparation, (2) presentation, (3) comparison, (4) conclusion, and (5) application.

It should be pointed out that this plan calls for inductive thinking. Herbart's mistake was in assuming that all teaching could be made to fit this pattern. Those who followed his plan soon found that teaching in accordance with it was often formal and not of any great value. From the standpoint of modern educational philosophy, the plan's greatest fault is that it is always the teacher's problem that the children are solving.

**THOMAS JEFFERSON: (1743-1826)** Jefferson was born in Virginia and lived on a large estate, except for his years in public service. Jefferson had faith in democracy and the rights of the common man. Therefore it is only natural that he had much interest in education. He believed that man was created to govern himself, and that education was necessary in a democracy. Otherwise how could man govern himself, if he could not understand the economic and political problems around him?

In 1779, while a member of the Virginia legislature, Jefferson introduced a bill providing for free public education in his state. This bill, which he called "A Bill for the More General Diffusion of Knowledge," was the first definite proposal in America for the establishment of a state system of public schools. Since this was Virginia, an area where

not many believed in free or public education, the bill was defeated. However, Jefferson did live to see the University of Virginia established, and his plan for separating the church from the state was successful.

Jefferson's plan for free schools, had the bill been passed, would have corresponded quite similarly with the present system of public schools. The counties of Virginia were to be divided up into hundredths; these divisions correspond to the school districts of today. The qualified voters were to elect three county aldermen who were to build, have charge of, and maintain the schools. Both boys and girls were to be educated. The plan provided that all children should have three years of elementary education free. If children attended the elementary school for a longer time, their parents were to pay tuition.

The Jefferson plan also provided for the appointment by the aldermen of a superintendent of schools. He was to be a man "of learning, integrity, and fidelity to the commonwealth." Each superintendent was to have charge of ten schools, and his duties were to be much like those of present day superintendents: he was to hire teachers, examine pupils, visit the schools, and have general control of them. The schools were to be financed in the same manner as other county activities.

Jefferson also attempted in this plan to provide for high schools. High school districts were to be made up of several elementary school districts. These high schools were to be built on plots of one hundred acres; the buildings and their maintenance to be paid for out of public funds. Boys were to be selected from the elementary schools on the basis of their promise and they would then get free education, at the secondary school level. Jefferson was not a professional educator, yet we owe much to him for the pattern of public education.

**BENJAMIN FRANKLIN:** (1706-1790) Franklin, along with his many other activities, was interested in education. He was born in Boston, and went to school there, but he did not share the philosophy of Horace Mann or John Adams. They believed that education was a state function. Franklin maintained that it was an individual function. He objected to taxation, but thought money for education should

be contributed by people who were interested in organizing and maintaining schools. He also thought that plans should be made, if necessary, for the education of the poor. If public money was to be used, it was for pauper education. Many people of Pennsylvania also held this view, and for years in Pennsylvania public education was looked upon as education of the poor.

Franklin proposed no system of education, but he was instrumental in establishing an academy in 1751. Franklin believed that education should be practical, and did not approve of the Latin and Greek taught in the Latin Grammar Schools. He maintained that all education should be in English. He also thought the subject matter of schools should be something to prepare the child for an occupation.

In his plan for the curriculum for his newly established academy, Franklin suggests wide use of prizes. He also suggests that two "scholars" be paired in spelling. Each was to ask the other to spell ten new words correctly to receive a prize, "a pretty, neat book of some kind."

Franklin's contribution to education was the academy. These soon spread across the country, thus crowding out the Latin Grammar Schools.

**HORACE MANN: (1796-1859)** Mann is often referred to as the father of our public schools. He was educated as a lawyer, and did practice law for fourteen years. After retiring from law practice, Mann worked in the field of education. He was determined to do something for the schools of Massachusetts. The schools lacked adequate financial support, the terms were short, the buildings and equipment were poor and there was a scarcity of properly prepared teachers. Actually there was no provision for the preparation of teachers in Massachusetts, or in any other state, and there were no superintendents of schools to supervise teachers. There was a scarcity of good textbooks.

Through his efforts the first normal school was established in Lexington, Mass., in 1839. He, more than anyone else, started the movement that provided America with normal schools. He taught that education should be nonsectarian, universal, and free, and established a system of education for the State of Massachusetts.

Having fought for free public education in Massachu-

setts with great success, Mann was also interested in extending some of his reforms to the college level. Therefore in 1853 he founded Antioch College at Yellow Springs, Ohio, a non-sectarian college, that was co-educational. These were both revolutionary ideas for the times.

#### NEW YORK STATE BOARD OF REGENTS

The Board of Regents first met in New York City, May 4-5, 1784. The present Board of Regents contains 13 members, who each run for 13 years on a staggered basis, which is an attempt to keep some new members on the board. The board is under the jurisdiction of the New York State Legislature, and the members are in proportion to their congressional districts. Therefore, as the population increases, the members of the board will increase. A new member, to replace a retiring one, must come from the same congressional district as the old member. The members of the board are not paid, but they do receive money for the day of meeting plus travel expenses. No special degrees are required to become a member of the the Board of Regents, however, past members are usually well educated. Women are allowed to become members, but it is unusual. The Board of Regents is elected by the people.

No person concerned with labor is nominated; the usual nominees are people in the business or professional fields. The Board of Regents elects the Commissioner of Education. The commissioner can come from any place in the U. S., and there is no specific term of office for this position. The only restriction the board has in choosing the commissioner is that he must be a qualified educator from the United States.

The two main functions of the Board of Regents are :

1. To make general policy for the state.
2. Select Commissioner of Education.

Teacher certification is done by the state and guarantees equality of teachers in all parts of the state, and therefore sets the standards for teachers.

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Based on Lecture Notes. Summer School, New Paltz State Teachers' College, 1956.



STATISTICS ON POUGHKEEPSIE HIGH SCHOOL - Forbus Street

CAPACITY AND COSTS

Capacity 1600	Bond Issue \$2,975,000
Bids were received on March 12, 1955, as follows:	
General Construction -----	\$1,330,000.00
Heating and Ventilating -----	295,965.00
Plumbing -----	121,774.00
Electrical -----	268,800.00
Additions after contract signed -----	100,000.00
TOTAL CONSTRUCTION COST -----	\$2,116,539.00
Equipment -----	420,000.00
Exterior Work and Play Fields -----	220,000.00
Fees and other expenses -----	177,000.00
TOTAL -----	\$2,923,539.00
Area: Square Feet -----	176,000
Construction cost per ft. -----	\$12.02
Construction cost per pupil -----	\$1,322.00
School Opened—September 7, 1956	

CONSTRUCTION

Basement Walls: Reinforced concrete  
 Exterior Walls: Face brick and concrete block  
 Floors: Steel joists, concrete slab, vinyl tile  
 Ceilings: Mineral acoustical tile  
 Windows: Aluminum  
 Corridor Walls: Cement enamel  
 Heating: Unit ventilators, dual control, fully automatic  
 Electrical: Fluorescent, 30 ft. candles maintained

FACILITIES

EQUIPMENT:

Intercom telephone, electric time and signal, fire alarm, radio and TV, built-in lockers, elevators for the use of crippled and handicapped pupils.

GYMNASIUM:

Main Gym, 104' x 134', seating capacity 1,700, two folding partitions dividing gym into four separate teaching stations. In addition two smaller gyms, Orthopedic and Physical Education.

CAFETERIA:

Two separate rooms with a total seating capacity of 456. Kitchen with two lines of service and a separate snack bar.

BUSINESS DEPARTMENT:

Six rooms including Distributive Education and complete store with show windows.

SCIENCE DEPARTMENT:

Seven laboratories, several separate research labs, plant room, animal room, etc.

LIBRARY:

Capacity 12,000 volumes with three conference rooms, speech workshop with stage, recording room, audio-visual, storage, listening booths, etc.

GUIDANCE DEPARTMENT:

Seven offices and waiting room.

HEALTH SUITE:

Has small classroom for teaching nursing as well as offices for doctor and nurse, waiting room, etc.

**ADMINISTRATIVE OFFICES:**

Principal, Assistant Principal, Secretary and General Office with conference room and work room.

**TEACHERS' ROOMS:**

Are located centrally on each floor and each department, English, Math, Science, etc., has a conference room close by.

**AUDITORIUM:**

With balcony will seat about 1,460. A large stage having a proscenium opening of 50' will accommodate the yearly graduation class of 300 or a 90-piece symphony orchestra. Other rooms in this area provide space for Choral Group and School Band. Five small practice rooms of varying size also serve as dressing rooms.

**HOME MAKING:**

Has four separate laboratories, viz: a sewing room, living room, food laboratory, and laundry/workshop.

**ARTS AND CRAFTS:**

This large room provides facilities for all branches of art teaching.

**GENERAL CLASSROOMS:**

(26 in number) are located mainly on the second floor and vary in size from 600 to 770 square feet. Each room has a storage wall of cabinets, closets, sink, etc.

**VOCATIONAL DEPARTMENT:**

Has an area of 26,000 sq. ft., providing facilities for machine shop, printing, electrical construction, electrical machinery, electronics, radio, auto mechanics, metalwork, woodwork, general trades, power sewing, and beauty culture. Mechanical drawing room, technical science rooms, teachers' room, storage rooms, etc.

**SITE IMPROVEMENTS:**

In addition to regular landscape and roadwork this will consist of the following Physical Education facilities: Football field, running track, baseball diamond, tennis courts, soccer fields, and 4 play fields.

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All statistics on Poughkeepsie High School were based on those furnished by the architect, the late ROLF C. DREYER, whose cooperation was greatly appreciated.

**STATE AID SYSTEM OF NEW YORK STATE\***

State Aid in New York State is distributed on the basis of the equalization principle, which means simply that the poorer the district the more state aid it receives.

This equalization principle was adopted in 1925. New quotas have become available to various types of districts upon compliance with certain requirements.

Inasmuch as State Aid to education is subject to change by legislative action from year to year, it is planned, as a matter of policy, to supplement the information and procedures contained within as future changes are made.

Money for support of schools of New York State is ap-

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\*Based on material in State Aid Manual compiled by Bureau of School Financial Aid Planning.

appropriated annually by the Legislature. The funds for these appropriations are derived from state taxation and from the Common School Fund. The interest from these permanent school funds, however, provides only a small proportion of the total amount prescribed by the Education Law.

State appropriations mainly come from the General Fund, made up of income from:

- a. Personal Income Taxes.
- b. General Business Taxes - (Corporations, Utilities, unincorporated businesses, etc.)
- c. Excise on Consumption - (Motor vehicles, motor fuel, alcoholic beverages, cigarettes.)
- d. Taxes on transfers and exchanges - (stocks, estates, parimutuels.)
- e. Other Taxes - (racing, movies, boxing, etc.)
- f. Miscellaneous revenue - (property sales, refunds, reimbursements.)

For the year ending June 30, 1954, State Aid for public schools was approximately \$294,835,638.00. For the same year, the public schools expenditure, exclusive of monies received from bond sales and certificates of indebtedness, were approximately \$790,000,000.00. In other words, the state supported about 37% of the costs for public education in 1953-54. The school districts supported the other 63% through revenue from local sources. It is expected that new legislation will increase the state share to 42%.

Practically all local income comes from property taxes. In 1954, local permissive taxes were made available for educational purposes; these are such things as local and county sales taxes, etc. To date Erie County and a few cities have instituted certain of these taxes.

State aid is paid annually in three payments to the county treasurer, who in turn pays the treasurer of each school district. These payments are made on the following dates:

September 15	-----	Estimated	¼	payment
June 15	-----	"	¼	"
April 15	-----	Final	½	"

The only exceptions are to "deferred" cities. These are certain school districts which have a fiscal year identical with the calendar year—they receive their payments as follows:

January 15	-----	Estimated	¼	payment
April 15	-----	"	½	"
September 15	-----	Final	¼	"

To determine the amount of State Aid a district is to

receive, certain criteria have been set up. The most important of these is the average daily attendance. A record of attendance is kept by the teacher for the actual number of days school is in session for instruction and examination in elementary grades and for actual number of days only for which attendance is taken in high school.

A total of 190 days is required. Legal holidays do not include Good Friday, the day after Thanksgiving, fair days, field days, or other holidays which are not designated as legal holidays.

If school is closed for contagious diseases, adverse weather, impairment of heating facilities, shortage of fuel or destruction of school building, and the teachers are paid for this period, such days may be counted toward the 190 required, but are not used in the determination of average daily attendance.

Full valuation is also included in figuring state aid. Full valuation is often referred to as "actual" or "true" valuation, and is used in the computation of State Aid for any school district. It is determined by first obtaining the assessed valuation of the taxable real property. This assessed valuation is then divided by the equalization rate(s) established by the State Board of Equalization and Assessment for the assessment roll of each town, city, or county.

There are certain differences in rates for different kinds of districts, which are too involved for this survey. Among the different types of districts are: State Aid for districts not maintaining a school, but contracting with other districts, districts including Central Schools, employing less than 8 teachers, Central School Districts with 8 or more teachers, districts employing 8 or more, Central High School Districts, etc.

Transportation of pupils is reimbursable by State Aid under the so-called transportation quota. Transportation may be provided in any of the following ways:

- a. District owned buses.
- b. Buses leased from another school district, or a county vocational education and extension board.
- c. Privately owned buses engaged under a written contract.
- d. Public Service buses operated on franchised routes.
- e. Horse-drawn vehicles engaged under written contract.
- f. Boats under certain conditions.

The following types of districts are eligible to receive transportation quotas:

- a. Common School Districts.
- b. Consolidated School Districts.
- c. Union Free School Districts.
- d. Central School Districts.
- e. School districts employing a Superintendent of Schools, but excluding city school districts.

State Aid is also given to school districts for special classes and special teachers.

Children for whom the cost of special services is reimbursable are:

1. Physically handicapped children.
2. Children with retarded mental development.
3. Delinquent children.
4. Non-English speaking children.

The cost of the following services is also reimbursable:

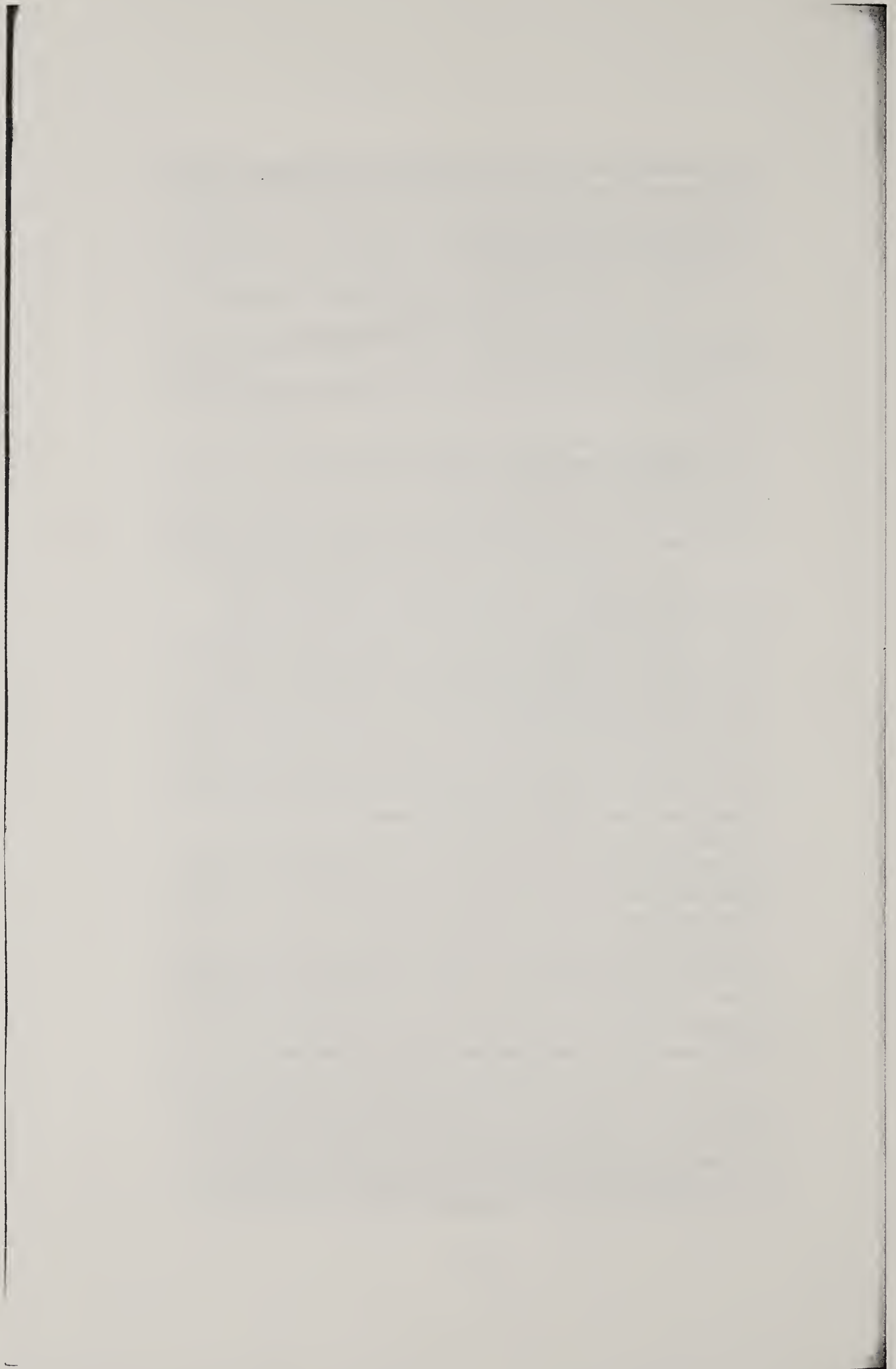
1. Special classes for all handicapped children.
2. Special teachers for physically handicapped children confined to the home, hospital, or institution (home teaching).
3. Special teachers assisting regular classroom teachers providing educational services for non-English speaking children, etc.
4. Tuition for children attending special classes in another school district for physically handicapped and mentally retarded children.
5. Transportation of physically handicapped and mentally retarded children.

Before State Aid can be claimed, approval of these services must be obtained by the school district from other units of the State Education Department.

State Aid can also be claimed on a building quota. However, at present this is only paid to Central School Districts. The percentage is based on proposed total cost of building, including site, etc.

City Districts are under a different section of State Aid law than county districts. If a city district has less than 125,000 inhabitants, the state law makes it legal to enlarge city school districts to include smaller districts which are contiguous to such city districts, if the city so desires.

It should also be mentioned that the State Aid law is always being changed. New formulas are constantly being revised to try to develop a successful system of State Aid. This only briefly explains the system of giving State Aid in New York State, but from this one can see both how important State Aid is and how complex.





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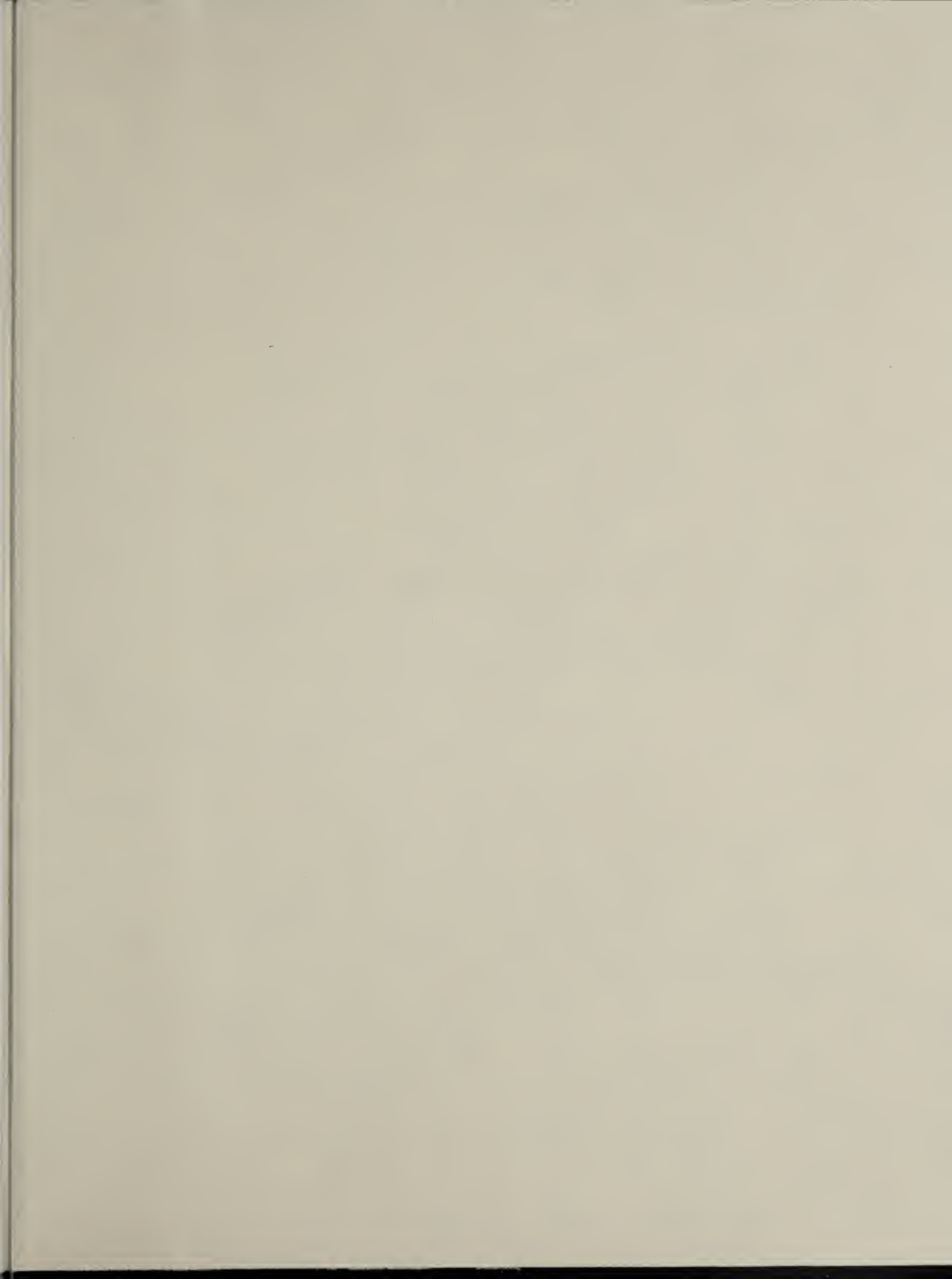
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